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Language Attitudes toward Varieties of English Among University Students in China

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Language Attitudes toward Varieties of English Among University Students in China

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DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Malaysia Sarawak. Except where due acknowledgements have been made, the work is that of the author alone. The thesis has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.

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ABSTRACT

In an era where English serves as a lingua franca, it is essential to investigate the attitudes of Chinese English learners towards English varieties to shed light on whether non-native English varieties should be taught in educational institutions. This study investigates Chinese university students' implicit and explicit attitudes toward British RP-accented English (BRE), General American English (GAE), Hong Kong English (HKE), and China Mandarin-accent English (CME) from a sociolinguistic perspective using Verbal-guise technique (VGT) and questionnaires. The theoretical framework of this study is based on Ryan's (1973) model of implicit language attitudes which encompasses the dimensions of status and solidarity, Baker's (1992) categorization of explicit language attitudes, and Cargile et al.'s (1994) social process model of language attitudes. The objectives of this research were: 1) To investigate Chinese university students' implicit attitudes towards four varieties of English; 2) To examine Chinese university students' explicit attitudes towards English language and four varieties of English; 3) To compare their implicit and explicit attitudes to identify dimensions of language attitudes that differ in the participants' evaluative judgements; and 4) To analyse the influence of different demographic variables on their language attitudes. Five hundred university students from four universities in Beijing, Shanghai, Guangzhou and Fuzhou, China listened to audio recordings of BRE, GAE, HKE and CME recorded by eight male and female speakers, scored them on a bipolar semantic scale. Then, they completed a questionnaire comprising 123 items that investigated evaluative reactions towards BRE, GAE, HKE and CME speakers, attitudes toward English attitudes, attitudes towards four English varieties, attitudes towards learning English, and attitudes towards the use of English. The results showed that for implicit attitudes, CME received the highest rating, followed by GAE, BRE, and HKE. For explicit attitudes, CME

received the highest rating, followed by BRE, GAE, and HKE. The instrumental value of English is valued, but BRE, GAE and HKE are not considered to have a high status. Participants were mildly eager to learn and use English, but not to learn CME. The status and solidarity dimensions in the VGT showed positive correlation, as did the questionnaire. The status dimension of the VGT and the questionnaire showed weak positive correlation, as did the solidarity dimension. Their implicit attitudes were affected by gender, age, grade, university, dialect area, and major. The explicit attitudes were influenced by gender, mother's education level, and self-perceived English proficiency. The participants have ambivalent explicit attitudes towards CME in that while they give explicit positive evaluations to CME, they refuse to learn it. Participants do not perceive Inner Circle English (BRE, GAE) as having a prominent status, which implies an awakening of Chinese university students' awareness of World Englishes or English as a Lingua Franca (ELF).

Keywords: Attitudes toward English varieties, implicit and explicit attitudes, Chinese university students, VGT, demographic factors

Sikap Bahasa terhadap Variasi Bahasa Inggeris dalam Kalangan Pelajar Universiti di China

ABSTRAK

Dalam era di mana bahasa Inggeris berfungsi sebagai lingua franca, adalah penting untuk mengkaji sikap pelajar China terhadap jenis bahasa Inggeris. Kajian ini akan menjelaskan sama ada jenis bahasa Inggeris bukan asli harus diajar di institusi pendidikan. Kajian ini meneliti sikap bahasa pelajar universiti China yang tersirat dan tersurat terhadap RP-accented English (BRE), General American English (GAE), Hong Kong English (HKE), dan China Mandarin-accent English (CME), daripada perspektif sosiolinguistik dengan menggunakan teknik Verbal-guise (VGT) dan soal selidik. Kerangka teori kajian ini adalah berdasarkan model Ryan (1973) tentang sikap bahasa tersirat yang merangkumi dimensi status dan perpaduan, pengkategorian sikap bahasa eksplisit oleh Baker (1992), dan model proses sosial untuk sikap bahasa oleh Cargile et al. (1994). Objektif kajian ini adalah: 1) mengkaji sikap tersirat terhadap bahasa Inggeris dan empat jenis bahasa Inggeris di kalangan pelajar universiti China; 2) mengkaji sikap tersurat terhadap bahasa Inggeris dan empat jenis bahasa Inggeris di kalangan pelajar universiti China; 3) membandingkan sikap tersirat dan tersurat bagi mengenal pasti dimensi sikap bahasa yang berbeza dalam pertimbangan peserta; dan 4) menganalisis pengaruh pelbagai pemboleh ubah demografi terhadap sikap bahasa mereka. Sebanyak 500 orang pelajar universiti dari empat universiti di Beijing, Shanghai, Guangzhou dan Fuzhou di China mendengar rakaman audio yang dihasilkan oleh lapan orang penutur lelaki dan wanita, dan menggunakan skala bipolar semantik untuk memberi penilaian mereka. Selepas itu, mereka mengisi soal selidik yang merangkumi 123 item tentang reaksi penilaian terhadap penutur BRE, GAE, HKE dan CME, sikap terhadap Bahasa Inggeris, sikap terhadap empat jenis bahasa Inggeris, sikap terhadap

pembelajaran bahasa Inggeris, dan sikap terhadap penggunaan bahasa Inggeris. Dapatan kajian menunjukkan bahawa bagi sikap tersirat, CME mendapatkan penarafan yang tertinggi, diikuti GAE, BRE, dan HKE. Untuk sikap tersurat, CME mendapatkan penarafan tertinggi, diikuti BRE, GAE, dan HKE. Walaupun nilai instrumental bahasa Inggeris dihargai, BRE, GAE dan HKE tidak dianggap berstatus tinggi. Peserta kurang bersemangat untuk belajar dan menggunakan bahasa Inggeris dan tidak bersemangat untuk belajar CME. Dimensi status dan solidariti dalam VGT serta soal selidik menunjukkan korelasi positif. Dimensi status VGT dan soal selidik serta dimensi solidariti menunjukkan korelasi positif yang lemah. Sikap tersirat dipengaruhi oleh jantina, umur, gred, universiti, kawasan dialek dan major. Sikap tersurat dipengaruhi oleh jantina, tahap pendidikan ibu dan keyakinan diri dalam penguasaan bahasa Inggeris. Peserta mempunyai sikap tersurat yang ambivalen terhadap CME kerana mereka memberikan penilaian positif yang tersurat terhadap CME tetapi tidak ingin mempelajarinya. Peserta tidak menganggap Inner Circle English (BRE, GAE) sebagai sesuatu yang berstatus tinggi. Hal ini memberi implikasi bahawa pelajar universiti China sedar akan World Englishes atau English as a Lingua Franca (ELF).

Kata kunci: *Sifat terhadap jenis Inggeris, sikap implisit dan eksplisit, pelajar universiti Cina, VGT, faktor demografik*

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LIST OF ABBREVIATIONS

ANOVA	Analysis of variance
BRE	British RP-accented English
BUU	Beijing Union University
CME	China Mandarin-accent English
EC	Expanding circle
EFL	English as a Foreign Language
ELF	English as a Lingua Franca
ESL	English as a second language
GAE	General American English
GHC	Guangzhou Huashang College
HK	Hong Kong
HKE	Hong Kong English
IC	Inner circle
MJU	Minjiang University
OC	Outer circle
PCA	Principal Components Analysis
Post-hoc LSD	Post-hoc least significant difference
SMU	Shanghai Maritime University
VGT	Verbal-guise technique

CHAPTER 1

INTRODUCTION

1.1 Chapter Overview

Chapter 1 describes the background of the study (Section 1.2), the research problem (Section 1.3), purpose of the study (Section 1.4), operational definition of terms (Section 1.5), and significance of the study (Section 1.6).

1.2 Background of the Study

Nowadays, English is used to communicate with people from different language backgrounds all over the world. For centuries, with the discovery of the new world and the global spread of colonialism, English speakers and English learners have increased all over the world. It is estimated that there are about 450 million native English speakers, while the number of non-native English speakers is almost three times that of native English speakers, reaching 1.7 billion (Candel-Mora, 2015). With the spread of English all over the world, local forms of English often appear in communities using English, which can be identified and defined through its unique grammatical features, vocabulary, pronunciation and style (Kachru, 1992). These local forms of English which have developed into local nativized varieties are often called varieties of English or English varieties (e.g., Bolton & Lim, 2000; Eshghinejad, 2016; Poon, 2006). English varieties around the world can be categorized into Inner Circle English (IC), Outer Circle English (OC), and Expanding Circle English (EC) (Kachru, 1992). Native varieties like British English and American English belong to the IC,

while English varieties used as a second language in countries or regions with colonial history, such as Malaysia, the Philippines, and Hong Kong, fall into the OC. English varieties used as a foreign language in countries or regions like China, South Korea, and Japan belong to the EC.

As an EC country, China has a large English learning group in the world, which has approximately 400 million English learners and users (Wei & Su, 2012). Considering that the number of native speakers of English in the world is about 450 million which is based on data from United Nations statistics (Candel-Mora, 2015), this figure is quite substantial. English is a compulsory course in People's Republic of China, and has been listed as the main course at various educational levels, along with Chinese and mathematics which have been made compulsory since 2001 (Pan, 2015, p. 2). According to the current policy of the Ministry of Education of the People's Republic of China, students generally begin studying English in the third grade of elementary school. English is studied throughout middle school and high school. For the first two years after entering university, undergraduate students are generally required to continue taking college English courses. Therefore, a person generally needs to go through 12-14 years of English Education. If according to the normal teaching plan, each student must go through more than 2,000 hours of English education when they graduate from university. On the other hand, this is related to the instrumental value of English in China. Wang et al. (2017) affirmed the great economic returns of having good proficiency in English in China. Chinese learners have been investing a lot of time, money

and efforts to improve their English level (Qian, 2010). This makes China the largest English learning market in the world (Li et al., 2021).

Among English learners in China, university students constitute a significant group. University students are an important community in learning and using English in China. English is a compulsory course for Chinese university students, who study English for two to four semesters. Most students take College English Test which has become one of the prerequisites for employment when recruiting college graduates (Yan & Huizhong, 2006). English is also a compulsory subject in the postgraduate entrance examination in China.

The success of learners' language acquisition is influenced by their language attitudes (Gardner, 1985). Language attitudes have been described as the perception and value judgments that people ascribe to language varieties (Hidalgo 1986). Dörnyei and Ushioda (2009) claimed that attitude represents one of the most important sets of variables for predicting learner efficiency and achievement. Language attitude is also an important indicator for revealing language vitality and understanding the current community thoughts, beliefs and preferences (Baker, 1992). In addition, language attitude is considered to affect speakers' language behavior, the national decision-making to implement, maintain and promote particular language policies (Errihani, 2008; Gabsi, 2022).

Thus far, there is limited research on the evaluation response of Chinese students towards English varieties. Researchers found that participants rated native accents, especially British Received Pronunciation-accented English (BRE) and General American

English (GAE), more positively than non-native accents (e.g. Fang, 2016; Xu et al., 2010; Xu & Gao, 2014; Yang & Liu, 2016). These findings are consistent with the mainstream research results in other contexts (e.g. Ahn, 2017; Dalton-Puffer et al., 1997). Participants' self-reports indicate positive attitudes toward English as a language (Liu & Zhao, 2011) and a strong bias toward China Mandarin-accent English (CME) and other non-native English accents (Huang & Hashim, 2020), but this does not affect their Chinese identity (Fang et al., 2017). These studies on attitudes towards China Mandarin-accented English employed questionnaires which are subject to social desirability bias.

1.3 Research Problem

In the context of globalization, Chinese people should not only communicate with the native English speakers but also with non-native English speakers. When two individuals do not share a common language, they often choose to use English. In the teaching of English, it is not only necessary for learners to understand English spoken by native speakers, but also the English spoken by non-native speakers. However, China's traditionally and strongly held attachments to standards and correctness (Kirkpatrick & Xu, 2002) has led to the pragmatic adoption of the native speaker norm (He & Zhang, 2010; Tévar, 2020). As Shan and Li (2020) stated, English has been taught as a foreign language in the classroom of China for a long time. It stipulates that the usage and pronunciation of each word should conform to the standards, but which English variety should form the standard is a question that is not yet answered. Every learner is proud to use and speak fluent English as native speakers. The pursuit of native speaker standards may lead to difficulties

for Chinese learners learning English as a foreign language to understand other English varieties. As Asian countries have close trading ties with China, people from China may need to communicate with people from other Asian countries like Malaysia and India and they do not speak native speaker varieties of English. Therefore, it appears necessary to incorporate non-native varieties into English language instruction in China to increase Chinese learners' exposure to EC and OC English varieties, enhance their comprehension of these non-native varieties, and improve their communication skills with non-native variety speakers. However, since Chinese English learners are stakeholders, the decision to include non-native varieties in English instruction should take into full consideration the attitudes of the parties involved.

In investigating the attitudes of Chinese learners towards non-native varieties, it is crucial to include native varieties as reference points for comparison. Native varieties are the primary varieties Chinese learners encounter in the classroom, primarily British English and American English (Liu et al., 2023). Therefore, studies on attitudes of Chinese university students towards English varieties should include both British English and American English. It is also important to examine the attitudes of Chinese learners towards China Mandarin-accent English (CME). CME can be viewed as an English variety that has adapted to the local context in China. It has developed through the simultaneous use of the native language and its integration with Chinese social and cultural influences. When Chinese individuals communicate in English with each other, they naturally incorporate both intentional and unintentional elements of CME's distinct characteristics (Liu et al., 2023). This prevalent

and purposeful adoption of CE brings up questions about how and when CE should be incorporated into education.

Chinese attitudes toward English varieties learnt as second language have received less attention. Research in China has shown that Indian English variety is rated lower than native varieties and the local Chinese variety (e.g., Gao & Lin, 2010; Huang & Hashim, 2020; Shi, 2013; Xu & Gao, 2014). Similarly, Singapore English accent is not considered as good as CME accent by Chinese learners (Fang & Yuan, 2011). However, little is known about how other varieties of English are rated by Chinese learners. In a global world, there is increasingly more contact among people from different countries, and this makes it pertinent to investigate attitudes towards varieties of English that they come into contact with.

People in China come into close contact with Hong Kong English (HKE). It is relevant to investigate the attitudes of mainland Chinese learners towards HKE as an OC variety of English. Following the political transition in 1997, communication between Hong Kong and mainland China has been on the rise. Especially after the Hong Kong government introduced the Individual Visit Scheme in 2003, allowing residents from approved cities to visit Hong Kong as independent travelers, the number of tourists from mainland China increased at an average annual growth rate of 33.6%, rising from 1.9 million in 1994 to 45.8 million in 2015 (Tse & Qiu, 2016). Increased exchanges can expose mainland Chinese individuals to HKE, potentially leading to shifts in their attitudes towards the variety. Additionally, considering that the political relationship between China and Hong Kong are

in a flux caused by the proposed extradition bill in 2019 (Cheng et al., 2022), there may be changes in mainland Chinese people's attitudes towards HKE. However, the study of attitudes towards HKE has been largely overlooked by scholars from mainland China. Given the deep interconnection between language and culture, understanding the perspectives of mainland students on HKE can provide insights into the perceptions held by mainland individuals regarding HK (Li et al., 2022). This is particularly relevant due to the diverse cultural and social contexts of HK residents.

To fully understand language attitudes and to advance the field of sociolinguistics, it is important to study both implicit and explicit attitudes. Differences exist between implicit and explicit attitudes (McKenzie, 2015). There are indications of differences in findings of scholars who compared implicit and explicit attitudes of English learners toward English varieties (e.g., McKenzie, 2013, 2015). McKenzie (2013) found that Japanese university students implicitly evaluated the UK and US varieties of English more positively compared to other Asian forms of English while they explicitly expressed a preference for accents that aligned with their own. McKenzie (2015) reported that UK-born students exhibited a clear implicit preference for native varieties of English, although when directly asked, these students tended to have a positive attitude towards language diversity in English. However, such studies that compare implicit and explicit language attitudes are severely limited. Furthermore, the findings need verification in other contexts to understand how they might differ. The dual attitude model posits that attitudes can be divided into implicit attitudes and explicit attitudes (Wilson et al., 2000). Based on a comprehensive search of the literature, it

is currently unclear whether Chinese English learners exhibit differences in explicit and implicit attitudes toward English varieties. This is because there has been little prior research that simultaneously investigates their implicit and explicit attitudes. Gao and Lin (2008), Shi (2013), Xu and Gao (2014), Zhao and Chen (2013), and Zhou and Chen (2008) conducted studies on the implicit attitudes of Chinese English learners. They found that Chinese English learners had a more positive attitude towards CME compared to OC English varieties. Evans (2010), Fang (2016), Huang and Hashim (2020), as well as Yang and Liu (2016) studied the explicit attitudes of Chinese English learners. They found that Chinese English learners had a less positive attitude towards CME compared to IC English varieties. However, in a recent study conducted by Tévar (2020), it was found that Chinese English learners had a more positive attitude towards CME compared to GAE.

Simultaneously investigating learners' implicit and explicit attitudes is a potent area of study because the findings will add to knowledge in the field on how the direct and indirect measurement of explicit and implicit attitudes respectively can influence the findings that are reported on language attitudes. In particular, the study will provide more empirical evidence to shed light on the relevance of Wilson et al.'s (2000) dual attitude model because there are currently about only two studies that compare explicit and implicit language attitudes using questionnaire and VGT, and the findings have contradictory results. In studies by McKenzie (2013) and McKenzie (2015), participants exhibited more positive implicit attitudes towards native language varieties, despite explicitly expressing positive attitudes towards linguistic diversity in English or explicitly indicating a preference for their own non-

native accent. Uncovering the implicit-explicit attitude discrepancy can reveal the direction of any attitude change in progress at a specific point in time (McKenzie & McNeill, 2022, p. 22).

Besides investigating the implicit and explicit attitudes, it is important to find out what influences these language attitudes. Researchers who studied the influence of these sociodemographic factors on Chinese learners' explicit attitudes (e.g., Huang & Hashim, 2020; Yu, 2010) found contradictory effects of age and gender on the evaluation of English varieties. Huang and Hashim (2020) found that age and gender significantly influence Sichuan participants' perception of the prestige of different English accents. Grade level significantly affects participants' perception of the ease of understanding different English accents. However, the study does not explain how age, gender, and grade impact participants' attitudes. Other studies on influence of sociodemographic factors were on English language learning, and the focus was on explicit attitudes. Yu (2010) did not find gender and age to be significant factors in influencing the attitudes of Chinese English learners towards English. Liu et al. (2016) found that female learners tended to hold more positive views towards learning English compared to male learners. They also discovered the influence of parental education levels, major, and hometown on students' self-reported English proficiency. However, it remains unclear how parental education levels, major, and hometown influence attitudes towards English varieties. Elsewhere, Isidro and Lasagabaster's (2020) study on content and language integrated learning showed that both parents can influence their children to develop long-term positive attitudes and motivation

towards language learning. Based on extensive literature review, only Wang and Wang (2004) investigated the impact of gender and major on implicit attitudes towards English varieties. They found that female students majoring in English, as well as those majoring in science and technology, hold more negative attitudes towards non-native English. Understanding the influence of sociodemographic factors on explicit and implicit aspects of language attitudes can provide valuable insights into language learning and teaching in China (Liu et al., 2016).

1.4 Purpose of The Study

The study aims to investigate the attitudes of Chinese university students towards English varieties. The specific objectives of the research are as follows:

i. To investigate Chinese university students' implicit attitudes towards BRE, GAE, HKE and CME.

ii. To examine Chinese university students' explicit attitudes towards English language and BRE, GAE, HKE and CME.

iii. To compare Chinese university students' implicit and explicit attitudes to identify dimensions of language attitudes that differ in the participants' evaluative judgement.

iv. To analyse the influence of sociodemographic variables on Chinese university students' language attitudes.

The research questions are the following:

i. What are Chinese university students' implicit attitudes towards BRE, GAE, HKE and CME?
ii. What are Chinese university students' explicit attitudes towards English language and BRE, GAE, HKE and CME?
iii. Are there any differences between the Chinese university students' implicit and explicit attitudes? If so, what are the differences?
iv. How do demographic variables affect Chinese university students' language attitudes?

The hypotheses tested in the study are as follows:

i. Chinese university students have more positive implicit attitudes towards CME compared to BRE, GAE, and HKE.
ii. Chinese university students are positive towards English the language and they have more positive explicit attitudes towards CME compared to BRE, GAE, and HKE.
iii. There are differences between Chinese university students' implicit and explicit attitudes. Specifically, the explicit attitudes are more positive towards CME compared to implicit attitudes.
iv. Sociodemographic variables have influence on Chinese university students' implicit and explicit attitudes towards English varieties. Specifically, implicit

attitudes are influenced by age, dialect area, gender, university, and major, while explicit attitudes are affected by mothers' educational qualification, self-perceived English proficiency, and gender.

1.5 Operational Definition of Terms

In Section 1.5, four terms are defined, namely, language attitude, English variant, Chinese university students, and explicit attitude and implicit attitude.

1.5.1 Language Attitudes

According to Cooper and Fishman (1974), there are two perspectives to define language attitudes. The first perspective is to define the concept according to the referred object, so as to emphasize the independence of the concept as a whole and the phenomenon itself. From this perspective, language attitude is the attitude towards language, language varieties and language behaviour. The second perspective is to define language attitude according to the influence or consequence of language attitude, that is, the attitude that affects language behaviour and behaviour towards language (Knops & van Hout 1988, pp. 1-2). On this basis, a broad definition of language attitude was given by Fasold (1987). According to Fasold (1987), language attitude is broadened to include attitudes towards speakers of a particular language or dialect, all sorts of behaviour concerning language to be treated and attitudes toward language maintenance and planning efforts (p. 148). Baker (1992) further stated that language attitudes may include attitudes to language groups, a language itself, its features, uses, cultural associations, learning a language, bilingual education as product or process, language preference, policy and practice (p. 17).

In this study, the questionnaire will have items on attitudes towards English the language; English varieties; preference of English varieties; English speaking groups and learning English, following Baker (1992).

1.5.2 Varieties of English

With its spread all over the world, local forms of English often appear in communities using English, which can be identified and defined through its unique grammatical features, vocabulary, pronunciation and style (Kachru, 1992). These local forms of English often called varieties of English (e.g., Bolton & Lim, 2000; Eshghinejad, 2016; Poon, 2006). Varieties of English in this study refer to:

i. BRE (the inner circle variety)
ii. GAE (the inner circle variety)
iii. CME (the expanding circle variety)
iv. HKE (the outer circle variety)

The varieties of English chosen consisted of two native varieties from inner circle (BRE and GAE) and two non-native varieties respectively from expanding circle (CME) and outer circle (HKE). BRE used in this study is British RP-accent English (also known as "Queen's accent", "BBC accent", "Received Pronunciation" or RP), GAE in this study is General American English, and CME is English with northern Chinese accent, which is to avoid similarity with HKE accent belonging to southern accent. According to Bolton and Kwok (1990), HKE can be subdivided into two varieties, HK educated accent and HK broad

accent. HK broad accent refers to the accent of speakers who have a lower proficiency of English with a strong HK accent; it is marked by a high frequency of HKE features. By contrast, HK educated accent refers to the accent of speakers who are moving towards the exonormativity of a native-speaker accent; these speakers are proficient in Chinese and English and still retain many localized features of speech. HKE used in this study refers to HK educated accent.

1.5.3 Chinese University Students

"Chinese university" in this study refers to higher education institutions which offer degree programs. As of August 27th, 2021, there are 1270 such higher education institutions in China (The Ministry of Education of China). "Chinese university students" in this study refers to undergraduate students. The number of undergraduate students in China in 2020 is 18.2 million. The selection criteria of participants in this study is freshmen to seniors majored in arts and science in Beijing Union University (BUU), Shanghai Maritime University (SMU), Minjiang University (MJU) and Guangzhou Huashang College (GHC).

1.5.4 Explicit-implicit Attitudes

Wilson et al. (2000) propose that people can have dual attitudes, which are different evaluations of the same attitude object. Different researchers use different terms to refer to dual attitudes, e.g. private – public (e.g. MacDonald & Nail, 2005), deep – shallow (e.g., Grondelaers & Speelman, 2015), conscious – subconscious (e.g., Grondelaers & Speelman, 2013; Kristiansen, 2010), implicit – explicit (e.g., Daniels, 2019; McKenzie & Carrie, 2018;

Pantos & Perkins, 2013), covert-overt (e.g., Chakrani, 2011; Maegaard, 2005; Zhou, 2000). In other words, so far, there seems to be a lack of a unified and clear definition or term to refer to dual attitudes. In this study, explicit attitudes refer to the attitudes measured by self-report instrument (e.g., questionnaires), and implicit attitudes refer to the attitudes measured by implicit procedures (e.g., matched-guise technique).

1.6 Significance of the Study

The significance of this study is multifaceted. First, the methodological significance is explained because it has implications on the theory of dual attitudes (Wilson et al., 2000) and the body of knowledge on language attitudes of speech communities. The data collection techniques affect the data collected and analysed, and which are subsequently used to describe the language attitudes of speech communities – an area that is particularly prone to variation of results due to how the attitudes are measured. The use of both verbal-guise technique (VGT) and questionnaires in this study to investigate participants' implicit and explicit attitudes respectively helps us to understand the state of existence and stability of dual attitudes formulated by Wilson et al. (2000). Thus far, there are only two studies that compare explicit and implicit language attitudes (McKenzie, 2013, 2015), and both of the studies were by McKenzie. These studies compared results on explicit attitudes measured using questionnaires and implicit attitudes using VGT but it has to be noted that the questionnaire items were not similar to the VGT. Hence, the basis of comparison is different, and this may have led to the contradictory findings. Thus far, researchers have not used questionnaires with items that measure aspects of attitudes in the VGT to offer the same

basis of comparison. Such direct comparisons are crucial not only to increase enrich the academic understanding of attitudes but also to uncover possible slants in the findings due to the data collection technique that is used. If only questionnaires are used, researchers may encounter "acquiescence bias" (Garrett, 2010, p. 45) and "socially desirable responses" (Abbas et al., 2020). If only VGT is used, non-specific variables such as sound quality, pitch, and speech rate in verbal stimuli may confuse participants and cause biases in their ratings (Tresch et al., 2003). As highlighted by McKenzie (2015), professional linguists' understanding of the role of explicit and implicit attitudes is still in its infancy. Therefore, more studies investigating the dual nature of attitudes are needed to confirm the relationship between explicit and implicit attitudes, if any. To sum up the methodological significance, the use of direct and indirect research methods helps to increase the understanding of language attitudes by revealing discrepancies in participants' responses when language attitudes is implicitly measured using VGT and when they self-report their language attitudes in questionnaires.

Second, the practical significance of the study is derived from the findings on the demographic factors that influence attitudes towards English varieties: IC, OC, and EC. Attitudes toward foreign languages are influenced by different sociocultural and political factors (Dewaele, 2005). The attitudes of people in China towards English have been shown to be positive (Chew, 2013). However, there are reservations on the influence of age and gender on attitudes towards English varieties in China (Huang & Hashim, 2020; Yu, 2010).Socioeconomic status may influence attitudes towards English varieties in China as

the relationship was found to be significant among Chinese living in Malaysia (Puah & Ting, 2015). In view of this, it is important to find out possible influences on language attitudes because it influences decisions made on English varieties such as the model for English teaching and learning in China. From other studies in the past on Chinese learners (Fang, 2016; Xu & Gao, 2014; Yang & Liu, 2016), the preference is towards GAE and BRE. However, these studies were conducted in the year 2014 and 2016 respectively. Changing sociopolitical situations (as explained in Section 1.3, Research Problem) shows that attitudes towards English may have changed. This study will identify the preferred model for English teaching and learning in China, be used in textbooks, and in interactions with people from other countries. The English learning needs of Chinese university students can be identified from this study, which can inform university English teachers, English textbook writers, curriculum designers, and policy makers. Currently, English learning materials for Chinese university students are native-oriented, with English and American texts, culture, and pronunciation patterns occupying a dominant position in both textbooks and assessments (Liu et al., 2022; Pan et al., 2021). Since language attitude is considered to affect speakers' language behaviour, the national decision-making to implement, maintain and promote language policies (Errihani, 2008; Gabsi, 2022), these findings can help them effectively design and successfully implement English curriculum or policies.

CHAPTER 2

LITERATURE REVIEW

2.1 Chapter Overview

Chapter 2 presents the fundamental theories of language attitude and reviews the research related to language attitude. It begins with a discussion of the dual nature of attitudes (Section 2.2), and then presents an overview of theories on implicit and explicit language attitudes (Section 2.3). It includes the classification of English varieties (Section 2.4). It also includes critical evaluation on a series of empirical studies, which begins with findings on attitudes towards English varieties in different contexts and ends with findings on attitudes towards English in the Chinese context (Sections 2.5 & 2.6). Furthermore, the influence of sociodemographic factors on language attitudes were also reviewed (Section 2.7).

2.2 Dual Nature of Attitude

Attitude is considered to possess a dual nature (e.g., Chan & Sengupta, 2010; Petty et al., 2007; Wilson et al., 2000). Dual attitudes refer to distinct assessments of the same attitude object, encompassing both an automatic, implicit attitude and an explicit attitude (Wilson & Lindsey, 1998). The concept of the dual-process perspective on attitudes indicates that implicit and explicit attitudes towards the same subject can exist separately in memory. Instead of replacing the original attitudes, new explicit attitudes add a layer over them. Wilson and Lindsey (1998) discovered that when attitudes were assessed without restrictions,

participants shared altered explicit assessments, but when attitudes were gauged with time constraints, they reported the original implicit attitudes.

Wilson and Lindsey (1998) proposed that the dual attitudes model is a combination of stability and variability. Both explicit and implicit attitudes toward the same attitude object can coexist in memory. When dual attitudes are present, the implicit attitude is automatically activated, while retrieving the explicit attitude requires more cognitive capacity and motivation. Even when the explicit attitude has been retrieved from memory, the implicit attitude still influences implicit responses. Explicit attitudes are relatively prone to change, whereas implicit attitudes change more slowly, akin to old habits which are more deep set and established. Techniques for attitude change often affect explicit attitudes, but not necessarily implicit ones. People with dual attitudes tend to report the attitude that is most easily accessible. When there is no time constraint in the measurement, explicit attitudes are more easily accessible but when there is a time constraint, implicit attitudes are reported (Wilson & Lindsey, 1998).

Wilson and Lindsey (1998) also discussed the process of formation of dual attitudes. One scenario is that people acquire implicit attitudes before explicit attitudes, while another scenario is that they start with explicit attitudes that have little personal experience towards the attitude object. It is possible for explicit and implicit attitudes to develop simultaneously. Wilson and Lindsey (1998) stated that the dual-attitude model has implications for attitude theory and measurement. They pointed out that previous research may have overemphasized the ease with which people change attitudes by only including measurements of explicit

attitudes. The dual-attitude model suggests that even though people may report new explicit attitudes, they might still retain their old habitual implicit attitudes. Wilson and Lindsey (1998) recommended that attitude measurement should incorporate measurements of both implicit and explicit attitudes. If only either implicit or explicit attitudes are measured, the results is not a holistic representation of the attitudes.

In the following section, theories underpinning implicit and explicit language attitudes are explained.

2.3 Language Attitudes

This section explains the theory underlying implicit language attitudes based on Ryan (1973), the theory underlying explicit language attitudes based on Baker (1992), the theory underlying sociodemographic influences on language attitudes based on Cargile et al. (1994). Justifications for the selection of these theories are given in the respective sections.

2.3.1 Theory underlying Implicit Language Attitudes

An established theory underlying implicit language attitudes is Ryan's (1973) status and solidarity dimensions of language attitude. According to Ryan (1973, p. 68), the evaluation of language attitude is conducted in terms of two dimensions: status and solidarity.

The following explanations of status and solidarity is based on Ryan (1973). Status refers to the degree to which a person possesses the characteristics valued by the society as a whole. It is represented by a series of adjectives that describe personality traits such as intelligent, confident, hardworking, well-educated, competent, fluent and ambitious.

Solidarity refers to the degree to which a person is similar to the perceiver in terms of group membership, shared experiences, socioeconomic class and so on. It is depicted by another set of adjectives that represent personality traits such as traditional, trustworthy, friendly, honest, kind, gentle, humble, likeable, and having a sense of humor.

Ryan's (1973) concepts of status and solidarity traits of speakers that people respond were reflected in measures of language attitudes used by other researchers interested in studying implicit language attitudes. Implicit attitudes are typically measured using indirect methods. Indirect methods refer to the use of more subtle, less invasive and somewhat elusive technologies (Tresch et al., 2003). The term "indirect method" is more or less synonymous with matched-guise technique which was invented by Lambert et al. (1960), because they suspected that the public responses obtained through direct channels did not match the responses given in private. In general, matched-guise technique includes having speakers read the same neutral text aloud in different voice varieties and playing these recordings to the judges, who rate each speaker according to some of the personality characteristics they hear. This technique attempts to control all variables except accent to explain the listener's response to accent. Judges were asked to evaluate speakers using the bipolar adjective scale. Usually, after each recording is finished, a few minutes are set aside for the judges to complete the corresponding scoring quickly, which also prevents judges from identifying the role of the speaker in the same person (Garrett, et al., 2003, pp. 51-53).

Researchers have critiqued the usefulness of matched-guise technique for studying language attitudes. Garrett et al. (2003) stated that this method is rigorous and elegant, and

the generated data have a reasonable degree of comparability, which is conducive to the cumulative development of the theory (p. 57). However, Edwards (1982) claimed that matched-guise technique does not measure language attitude, but the attitude of representative speakers towards language and language varieties. Obiols (2002) believes that it ignores people's ability to change their speech style in different contexts and different language levels, because its procedures seem to be based on the assumption that the language varieties evaluated "have only one functional style", and do not consider or attempt to explain "the social significance of speakers' multi-type abilities in different contexts" (p. 4). Preston (1989) claimed that the data generated by this method makes it difficult to explain language attitudes because the regional classification of participants and the regional source recognition of speech samples are not accurate (p. 3). Tresch et al., (2003) believes that artificial speech samples may not produce the same mechanism as in real life.

Due to the defects of matched-guise technique, some studies have used many different speakers to make stimulus recordings, and this is the main difference between matched-guise technique and VGT. The method of using different speakers for the stimulus recordings is known as VGT. VGT is especially suitable when no one can be found to produce multiple varieties required for the research. As Zhang (2010) pointed out that a single individual cannot exhibit native-like control over all of the language varieties under investigation. In VGT, researchers asked different speakers to speak "spontaneously" rather than read aloud to produce a more natural language. VGT is useful for studying attitudes of foreign-language learners toward target-language and its language speakers as well as

attitudes toward different varieties. In VGT studies, participants are asked to evaluate the speakers on status and solidarity traits, which were conceptualised by Ryan (1973). According to Alenezy (2015), VGT is the best method to uncover the underlying reasons for favoring one accent over another.

2.3.2 Theory Underlying Explicit Language Attitudes

An established theory underlying explicit language attitudes is Baker's (1992) categorization of language attitude. The eight categories each represent a different facet of language attitudes, highlighting the complexity and diversity of viewpoints that individuals can hold about languages and language-related issues. The rest of this section explains the eight categories of explicit language attitudes based on Baker (1992).

Baker (1992) divides language attitudes into eight categories (pp. 29–30). Those are:

i. language variation, dialect and speech style
ii. learning a new language
iii. the uses of a specific language
iv. language groups, communities and minorities
v. language lessons
vi. language preference
vii. a specific minority language
viii. language lessons of parents

Firstly, the category of language variation, dialect, and speech style attitudes pertains to individuals' perceptions of linguistic variants like dialects or regional speech patterns. Opinions may revolve around the formality, informality, or prestige associated with these variations. For instance, certain dialects could be seen as more formal or provincial, while others might be considered prestigious and associated with higher status.

Secondly, attitudes towards learning a new language fall under the category of attitudes towards acquiring a new language. People can hold positive or negative views about the challenges, benefits, and necessity of learning a foreign language. These opinions can be influenced by factors such as exposure to different cultures, educational goals, and perceived practicality.

Thirdly, the category of attitudes towards the uses of a specific language focuses on how a language is employed in various contexts like education, media, or government. Individuals might hold opinions about which languages are appropriate for formal settings and which are better suited for informal communication.

Fourthly, attitudes towards Language Groups, Communities, and Minorities encompass opinions about diverse language groups, communities, or linguistic minorities. This category delves into how people perceive linguistic diversity and the rights of those who speak minority languages. Attitudes in this area can vary from valuing and supporting linguistic diversity to harboring negative stereotypes.

Fifthly, attitudes towards language lessons refer to viewpoints on formal language instruction, often in educational institutions or language classes. Individuals may have thoughts about the effectiveness of language lessons, the significance of teaching specific languages, and the role of language education within society.

Sixth, the category of attitudes towards language preference explores individuals' inclinations to use one language over another in different situations. These preferences can be influenced by factors such as personal comfort, cultural identity, and societal norms.

Seventh, attitudes towards a specific minority language focuses specifically on attitudes towards a particular minority language. This category involves opinions about the language's importance, viability, and cultural significance. These attitudes can impact initiatives aimed at preserving, promoting, or revitalizing the minority language.

Finally, attitudes towards what Baker (1992) refer to as Language Lessons of Parents concern opinions about parents' choices to teach their children a particular language. Individuals might perceive this as valuable for preserving heritage, strengthening cultural connections, or providing practical advantages.

This study employs the classification of language attitudes proposed by Baker (1992). Although it is proposed in 1992, it is still applicable now and used by numerous studies. For example, a recent study conducted Musa (2023) investigated the factors influencing Tanzanian university students' attitudes towards learning English as a foreign language. Üzüm (2007) examined the attitudes of Turkish university students towards the English

language and the English-speaking communities of British and American people. Assylzhanova et al. (2022) studied the attitudes of 60 Kazakhstani primary school students towards English lessons. Gao (2009) surveyed the attitudes of Korean-Chinese students in the Chinese northeastern region towards the Korean language as an ethnic language and the Chinese language as the official language. Griva and Chouvarda (2012) investigated the attitudes of 50 Greek primary school parents towards their children's English as a Foreign Language and multilingual learning.

Explicit attitudes are typically measured using direct methods such as questionnaires and interviews. Different from the indirect method, the direct method is a more obtrusive quantitative method. The core of the direct method is to collect data through "word of mouth" or "written responses". It is a direct and overt way which is usually carried out by asking the participants a large number of questions about their attitudes. The direct approaches include perceptual dialectology methods, questionnaires, and interviews (Garrett et al., 2003, p. 16).

Perceptual dialectology is the technique in which hand-drawn maps of regional speech areas by participants. It was originally used to evaluate the similarity (or difference) of speech in surrounding areas and determine dialect boundaries based on these data (Preston, 2002). As a field of folklore linguistics, it was later applied to the study of language variety attitudes. This technique provides participants with category names, mapped outline of regions and evaluative words related to personal feelings, such as "correct" and "pleasant", sometimes researchers ask participants to write their own feelings about examined varieties instead of giving them feeling vocabularies. Abundant research have

been conducted in many countries such as the United States (Lindemann, 2005), Japan, (Evans & Imai, 2011), Spain (Alfaraz, 2002), France (Evans, 2002), German (Lam & O'Brien, 2014), Korea (Kim, 2007) etc. Preston (1989) claims that the research scope of language attitude is broadened through perceptual dialectology technology, and more contextualized language attitude can be obtained compared with questionnaire, interview and indirect research methods. It is believed this approach avoids the problem of using sound stimuli to capture the stereotypes of the countries they name (Evans & Imai, 2011) and is helpful to illustrate how various non-native language varieties are classified and evaluated, and what areas of the world and aspects of the varieties are prominent for participants (Lindemann, 2005).

Questionnaires and interviews are the most commonly used direct methods in the study of language attitude. The essence of these two methods is to collect data through "written response" from participants or "oral response" from interviewees. Both methods have advantages and disadvantages. The first advantage of the questionnaire is that it is easy to distribute and collect, which means that data can be gathered from a large number of people in a relatively short period of time (Garrett et al. 2003, p. 33). Second, since the questionnaire is a relatively uniform procedure, the data collected through the questionnaire are easier to compare and analyse (Romaine, 1995, p. 302). The third advantage of using the questionnaire is that the participants are not limited by the distance, which is especially suitable for research with population of different communities as research object. However, the responses from participants may be influenced by the question wording and the question

order of the questionnaire (Vandermeeren, 1996, p. 157). As for the other direct measure of language attitudes, interview requires a lot of human resources and time (Fasold, 1987, p. 152; Garrett et al., 2003, p. 35), the difficulty to deal with its huge and relatively scattered data (Agheyisi & Fishman, 1970, p. 149), the interview allows the interviewees have more space to answer questions in their own way, rather than limited to predetermined categories. In addition, the interactivity of the interview environment is conducive to pursue interviewers' responses in more depth (Garrett et al., 2003, p. 35) .

However, in studies using direct measures of language attitudes, researchers may encounter "acquiescence bias" (Garrett, 2010, p. 45) and "socially desirable responses" through direct measurement (Abbas et al., 2020). In addition, researchers should pay attention to avoid using strongly inclined questions and multiple questions when designing questionnaires or preparing interview questions (Garrett et al., 2003, p. 27). Despite the social desirability bias associated with questionnaires and interviews, the direct method of measuring attitudes towards English varieties continues to be used by researchers and have produced valuable findings about language attitudes in various speech communities. For instance, Coupland and Bishop (2007) used a questionnaire to study British attitudes towards 34 English accents. They found that the standard accent received higher ratings in terms of solidarity and status. Hundt et al. (2015) utilized an open-ended questionnaire to investigate attitudes of young Fijians towards local English varieties and IC varieties. Hundt et al. (2015) found that BRE and GAE were evaluated more positively compared to Australian English, New Zealand English, and Fijian English. Kaur (2014) employed a questionnaire to study

Malaysian trainee teachers' attitudes towards native and non-native accents. Kaur (2014) reported that the UK and US English accents were rated the best accents in comparison with other non-native accents. Pan (2019) conducted interview research to examine Chinese university students' attitudes toward CME. Participants in Pan (2019) expressed personal aspirations for BRE or GAE proficiency. The literature suggests a tendency that studies utilizing direct measures of language attitudes generally find that participants favor IC or IC standard varieties.

2.3.3 Theory underlying Sociodemographic Influences on Language Attitudes

A theory underlying sociodemographic influences on language attitudes is Cargile et al.'s (1994) approach to studying language attitudes as a social process. Cargile et al. (1994) attempted to construct a model consisting of the speaker, listener, and outcome to conceptualize language attitudes as a social process involving three independent yet interconnected stages: forming attitudes towards specific language behaviors, making these attitudes salient in communication, and using these attitudes to evaluate and interact with the speaker. The language itself, the speaker, and the listener are involved in the first two stages of this social process. When interacting with the speaker, the listener's interpersonal history can influence language expectations, and consistency or inconsistency with these expectations can affect the evaluation of the speaker, subsequently influencing the communication strategies employed by the listener.

Cargile et al. (1994) identified three factors that influence the process of forming language attitudes. Firstly, the language itself may trigger attitude differences, as speech involves multidimensional configurations of phonetic, contextual, paralinguistic, and rhetorical choices. Secondly, nonverbal behaviors such as gestures, physical characteristics of the speaker, speech style, speech strategies, and lexical forms of the speaker can also elicit responses from the listener. Additionally, the formation of language attitudes is influenced by the perceived objective attributes of the speaker, such as gender, race, age, and other characteristics.

Cargile and colleagues explored the impact of the listener's goals, emotions, expertise, as well as the objective and subjective attributes of the listener on the process of forming language attitudes. Firstly, listeners with different goals may pay attention to different language behaviors, resulting in different language attitudes and subsequent behavioral outcomes. Secondly, the listener's current emotions may affect their evaluation of the speaker. Although the data are not conclusive, generally, listeners in positive emotional states may have a positive impression of the speaker, while those in negative emotional states may give inconsistent evaluations. Thirdly, different levels of expertise can influence the listener's language attitudes. According to Cargile et al. (1994), when the social context is perceived as important or relevant, experts can use organized knowledge and cognitive abilities to process information in a controlled manner, where language attitudes are less likely to influence the evaluation of the speaker. However, in the opposite scenario, experts may use language attitudes heuristically to process information. A non-expert with

less knowledge and schema about the social situation is more likely to rely on language attitudes to provide information about the speaker. Furthermore, the process of language attitudes is also influenced by the objective and subjective attributes of the listener. The listener's developmental and socialization processes, the speaker's group membership, and the listener's subjective definition of the speaker's group membership are representative examples of the listener's subjective and objective attributes.

The sociodemographic characteristics of the listener belong to the listener's objective attributes. Earlier research has demonstrated that factors such as gender (for example, Coupland & Bishop, 2007; McKenzie, 2010; Puah & Ting, 2015), age (as shown by Abbas et al., 2020; Puah & Ting, 2015), field of study (as indicated by Abidin et al., 2012), regional language variation (Moyer, 2007), one's own perceived level of skill (McKenzie, 2006; McKenzie, 2008; Zhang, 2010), and socioeconomic position (for instance, Puah & Ting, 2015; Ting & Puah, 2015) all play a role in shaping language attitudes. However, limited research has been conducted to explore the impact of sociodemographic factors on the attitudes of Chinese university students.

2.4 Classification of English Varieties

With the spread of English around the world, there are many attempts to classify the English varieties used all over the world. McArthur's "World English Circle" (1987) and Görlach's "English Circle Model" (1988) are salient representatives of these attempts. Among these attempts, Kachru's (1985) three-circle model is the most widely used to

describe the spread of English in the world as a theoretical framework by substantial scholars. Inner Circle (IC) varieties refers to native speaker varieties spoken in the United Kingdom and United States. Outer Circle (OC) refers to English varieties spoken in places like Hong Kong, Singapore, Malaysia and India which had been under the British rule and used English as an official language at an earlier point in their history. An example of Expanded Circle (EC) refers to English varieties spoken in China, Russia and Vietnam which do not have a history of rule by English-speaking powers. Kachru's (1985) three-circle model contributes to our understanding of the modern sociolinguistic context of English around the world (Bruthiaux, 2003). Three-circle model which consists of IC, OC and EC has incorporated the historical evolution of English, its speakers and its functions.

Kachru's (1985) original concentric circle model, as shown in Figure 2.1, placed the IC community of English at the core of the global English community. This may lead to the feeling that the English varieties of the OC and the EC are inferior to that of the IC. In addition, despite the obvious fact that the status and function of language varieties may change over time, the model does not seem to allow any overlap between IC, OC and EC (Carrie, 2014). Later, Kachru (1992) improved the concentric circle mode to three ellipses with vertical display and intersection, as shown in Figure 2.2. It does not give the IC the central position as in the previous model. At the same time, through the overlap of circles, it shows that the status and function of various English varieties may change over time, thus allowing the varieties to change in subordination.

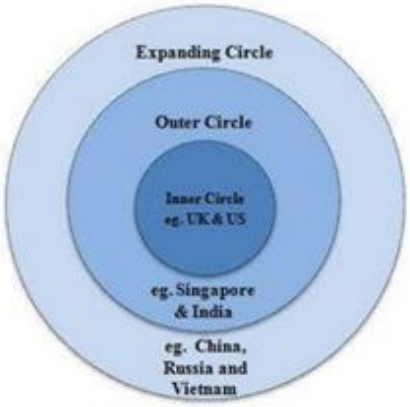


Figure 2.1: Kachru's (1985) Concentric Circles Model

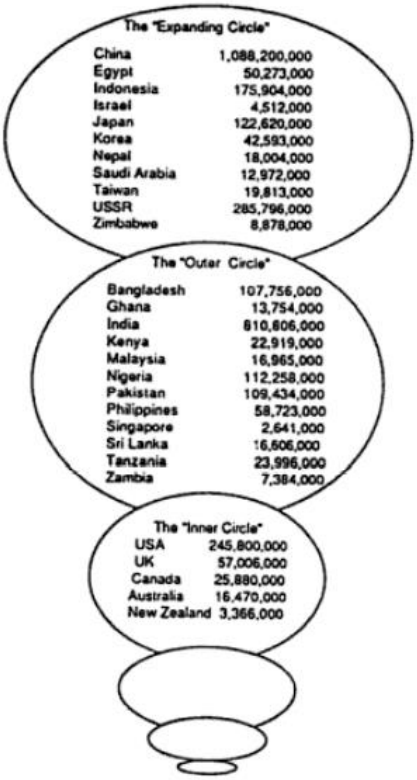


Figure 2.2: Kachru's (1992) Concentric Circles Model

Based on Kachru's (1992) Concentric Circles model which is a revision of the 1985 model, the IC, OC and EC status are now explained. The IC includes native English-speaking countries where English is said to have a traditional basis, such as Britain, the United States, Canada, Australia, New Zealand, etc. In these countries, English, as a monolingual language, is used in all domains of society including both official and unofficial activities. English varieties in these locations are usually endonormative, which means that the norms of language correctness and appropriateness exist in the language variety themselves (Bruthiaux, 2003; Zhang, 2010).

The OC contains locations where English has a relatively long history, in most cases, has gained official status because of their history of colonization. Examples include Bangladesh, India, Sri Lanka, Pakistan, Ghana, Kenya, Nigeria, Tanzania, Zambia, Malaysia, Singapore and the Philippines. In these countries, English serves as a second language (ESL) during the post-colonial period and is used in a wide range of fields (such as education or administration). According to Jenkins (2009, p. 18), the OC English varieties are changing from exonormative to endonormative, which leads to a situation known as "norm-developing". In other words, in these contexts, English is undergoing the process of cultural adaptation and localization (Carrie, 2014).

The EC includes some countries in which English as a foreign language serves limited fields such as diplomacy and international trade. Residents of these countries are learners of English as a foreign language, and they often consider English as a tool of social upward mobility. The EC usually includes countries other than those in the IC and the OC,

such as China, Japan, South Korea, Brazil, Spain, etc. English varieties in these contexts are usually "norm-dependent" (Zhang, 2010), because they learn and use the norm provided by the IC varieties, especially the American and British varieties, as norm.

Kachru's (1992) three-circle model has received some criticism from the academic community because of its singleness and over simplification (see Bruthiaux, 2003; Jenkins, 2009, pp. 20-21). However, any model used to classify language varieties, language users or language use context will inevitably produce problems (Carrie, 2014). Since its first emergence, Kachru's (1985) three-circle model has been used as a theoretical framework for a large number of studies (e.g. Bayard et al., 2001; Ladegaard, 1998; McKenzie, 2008; Cavallaro & Chin, 2009). It is evaluated as a useful shorthand for classifying the global English context (Bruthiaux, 2003) and is the most pervasive and influential model existing at present (Kachru, 1992). Hence, when describing various English speeches recorded for use with the VGT implicit measure of language attitudes, the terms of "native/non-native varieties" and "IC/ OC/ EC" are used in this study according to the classification of Kachru (1992).

2.5 Implicit Language Attitude towards English Varieties

This section first reviews the measurement of implicit language attitudes, examines studies on implicit attitudes towards English varieties worldwide (except for China which will be described in a later section), and finally reviews the implicit attitudes of Chinese English learners towards English varieties. The review of findings on implicit language

attitudes towards English varieties in places other than China is needed to provide a background for the discussion of findings on mainland Chinese learners' implicit attitudes towards English varieties.

2.5.1 Implicit Attitudes towards English Varieties Worldwide

Many studies have shown that there are differences in the evaluation of standard and non-standard varieties of IC English by IC English speakers (Bayard et al., 2001; Garrett et al., 2005; Giles, 1970; Hiraga, 2005). This difference is mainly reflected in two aspects: Status and Solidarity, that is, the IC standard varieties often obtain positive evaluation in Status, while the non-standard varieties often obtain positive evaluation in the dimension of Solidarity.

Giles (1971) is one of the early studies which examined the evaluation of accents in terms of IC standard and non-standard varieties. Giles's (1971) study used recordings of two male speakers reading a neutral passage in three different accents (BRE, South Welsh, and Somerset). The research aimed to explore how accents influence immediate impressions of personality on the part of the listeners. A total of 96 participants were selected and categorized based on their region (South Wales and Somerset) and age. The four participant groups were gender-matched, consisting of 12 males and 12 females in each group. Participants were tasked with using a seven-point scale to rate 18 bipolar traits in voice recordings, without mentioning the concept of "accent". The results revealed differences in evaluation based on age and region. Among the 17-year-old participants, the BRE accent

received more favorable evaluations in terms of competence traits, while regional accents received less favorable evaluations. When compared to Welsh listeners, the Somerset sample provided less favorable evaluations for all accents across 10 traits. Received Pronunciation received more favorable evaluations in six competence-related traits. In contrast, traits related to personal integrity and social attractiveness were less influenced by accent prestige norms. The study found a consistent pattern of accent prestige values in the evaluation of competence traits, while traits like appearance and humor exhibited a loyalty trend toward specific regional accents. In terms of competence traits, BRE accent was stereotypically associated with highly favorable personality traits, regardless of the listeners' regional background. Non-standard regional accents were stereotypically perceived more positively than BRE in terms of personal integrity and social attractiveness.

The rating of the high status of British participants in Giles (1971) was seen again in Hiraga's (2005) findings. In Hiraga's (2005) study, participants were asked to listen to six speech samples of standard, urban and rural varieties recorded by British and American speakers separately to explore British attitudes. In particular, the urban dialects selected in this research were from Birmingham and New York City, which received the most negative evaluation in other studies. Speech samples which were collected from prior research and web sites had been confirmed by professionals before conducting the experiment. matched-guise technique has not been used in the study for this method is considered more suitable for investigating attitudes towards accents rather than dialects. A total of 17 adjectives extracted from the previous research were applied to a pre-test, through which 10 adjectives

representing the two dimensions of status and solidarity were determined. The results of Hiraga's (2005) study showed that BRE got the highest evaluation in the "status" dimension, but the evaluation in the "solidarity" dimension is not outstanding, while GAE got positive evaluation in both dimensions. Although GAE has been highly rated, other American varieties have not been positively rated. In fact, the New York City variety received the lowest rating for solidarity. Birmingham dialect received the lowest and the second lowest evaluation in the two dimensions. Hiraga (2005) concluded that the British do not always identify with all BRE varieties. Meanwhile, it confirms the existence of a triple hierarchy of accent prestige, which can be divided into "standard", "rural" and "urban". Based on the social connotation hypothesis, urban dialects get the most negative rating because they are associated with the derogatory image of working-class society. In contrast, rural dialect can arouse people's romantic nostalgia. The researchers concluded that the British standard for assessing accents was the prestige of the variety, regardless of the speakers or which country they come from. Hiraga's (2005) findings confirmed Giles's (1971) findings that the status of standard varieties is higher than that of non-standard varieties.

When participants simultaneously evaluated BRE and non-native varieties in terms of implicit attitudes, they still perceived BRE to have higher prestige compared to non-native varieties, while BRE did not elicit significantly higher levels of solidarity. Nejjari et al. (2012) examined the extent to which accent and familiarity affect native English speakers' attitudes toward accents. In the study, 144 highly educated British professionals responded to a mild Dutch English accent, a moderate Dutch English accent, and BRE. These

participants were first divided into two groups based on their familiarity with Dutch-accented English and each group was divided into three subgroups, each of which listened to English in one of the accents. Speakers were rated on eight five-point semantic scales: competent, educated, having authority, intelligent, cultured, considerate, pleasant and friendly. Two factors were extracted, "status and affect". The data showed that BRE speakers had significantly higher status than the two Dutch accents and the participants felt the same affect for BRE speakers and Dutch speakers with light accents, but less affect for Dutch speakers with moderate accents. This shows that compared with the high status of BRE, it is indeed degraded on affect. British speakers familiar with Dutch accents scored lower on status and affect than those unfamiliar with Dutch accents. Nejjari et al. (2012) concluded that familiarity with Dutch-accented English influenced evaluators' attitudes.

A study that reversed the situation was conducted by Serrarens (2017) whereby Dutch people evaluated British and US accents. In Netherland, Serrarens (2017) investigated Dutch citizens' attitudes towards BRE and GAE. Four speech samples representing BRE and GAE (each variety sample was recorded by a male and a female speaker) were played to the participants. After listening to each speech sample, the participants were asked to rate five statements about the speaker's status and five statements about the speaker's social attractiveness. Serraren's (2017) results show that there is no significant social status difference between BRE and GAE accent. In terms of social attractiveness, BRE variety is more socially attractive than GAE variety. In addition, participants considered male speakers more socially attractive than female speakers. Serraren (2017) contradicted Nejjari et al.'s

(2012) findings on the high perceived status of BRE speakers because Serraren's (2017) findings showed that it is social attractiveness that BRE speakers are rated highly and there is no status difference in the evaluative reactions towards BRE and GAE speakers.

In other European regions besides the UK, the prestige of BRE is notably pronounced. A series of studies conducted in various European countries such as Denmark, the Netherlands, Finland, and Norway have also demonstrated the high prestige of BRE in European contexts. In Denmark, Ladegaard and Sachdev (2006) investigated the attitudes of 96 Danish English learners towards BRE, GAE, Australian, Scottish and London accents in the dimensions of status, solidarity and attractiveness through VGT. The results show that BRE is considered to be the most prestigious accent in English. Compared with other accents, BRE is considered superior in all aspects. However, it has been downgraded in terms of personal integrity and social attractiveness. Ladegaard and Sachdev (2006) concluded that although American speaker is considered to have greater personal integrity and social attractiveness than BRE speaker, it does not prevent BRE speaker from being considered the most attractive model for the participants' pronunciation.

In Finland, Hartikainen (2000) studied the attitudes of high school students towards six kinds of native spoken English: BRE, GAE, General Canadian, General Australian, Scottish English and Northern Ireland English. BRE and General Australian scored higher than General American, Scottish and Northern Irish varieties, although participants said they were most familiar with GAE through contact with the media, their lower scores seem to indicate that familiarity with a particular kind of English may not determine their attitude

towards it. In addition, age, gender and school performance were not found to be the main factors affecting students' attitudes. However, Hartikainen (2000) shows that parents' attitude and fluency towards English, as well as personal contact with IC English speakers, are the key factors affecting positive attitudes towards all kinds of English.

In Norway, Rindal (2014) investigated the attitudes of 70 adolescent learners towards 11 speech samples representing BRE, GAE, Scottish English and Leeds English varieties. The results show that BRE speakers have high scores in the three evaluation dimensions. In the VGT model, the evaluation response to GAE was similar to that of Scottish English variety. The differences between BRE and other accents are very significant in status, competence and language quality, but not in social attractiveness. Gender classification shows that the score of female BRE voice is significantly higher than that of all other groups in all dimensions, including male BRE voice. However, not all learners want to convey the social meanings of these widely recognized English varieties. Their goal is to establish a "neutral" English variety that has nothing to do with native speakers of English or culture. This reflects the Norwegians' awareness of questioning standard English norms.

The association of BRE with high competence and low social attractiveness was also found in Australia. Ball (1983), studied the attitude of Australians towards both native variety and non-native variety. Ball (1983) used matched-guise technique to assess Australians' sociolinguistic attitudes towards BRE, Glasgow, Scotland, Australia and French, German and Italian English accents. Ball's (1983) results are consistent with those expected by studies conducted in North America and the UK. BRE is associated with high

competence and low social attractiveness. The American East Coast accent (Ball calls it BRE's rival) is associated with fairly high self-confidence, medium competence, and low social attractiveness. Two English dialect varieties and three other Europe continental varieties are associated with incompetence and slightly greater social attractiveness.

The typical finding that BRE represents prestige rather than solidarity (e.g., Ball, 1983; Nejjari et al., 2012) was replicated among American listeners. In United States, Stewart et al. (1985) conducted a study involving 60 American undergraduate students who evaluated the speech of male speakers who were either lower or middle class speaking BRE or GAE. Four audio recordings were played for three rounds, and after the first listening round, subjects rated the speakers on a Likert-type scale of social status characteristics (intelligent, confident, unsuccessful ambitious), solidarity characteristics (trustworthy, sincere, unfriendly, unfriendly), perceived belief similarity, and social class. After the second round of listening, the evaluators read the descriptions of the four speakers' social class, after which they rated the importance of the four reasons for each speaker's success or failure in the four hypothetical situations. In the third listening round, participants rated perceived speed of speech, difficulty understanding, and discomfort while listening to the speaker. Stewart et al. (1985) found that although British speakers were given higher social status despite their language being perceived as less understandable and causing more discomfort, their solidarity ratings were lower. Those described as upper middle class were rated as belonging to a significantly higher class than those described as lower class, and although middle class speakers had significantly higher status than lower class speakers,

solidarity was rated more favourably for lower class speakers. This suggests that the social class of the speaker elicits different evaluative attitudes from the linguistic attitude evaluators.

However, there are indications that the American accent seems to be becoming equal to or even replacing BRE as the prestige, or at least the preferred variety. Bayard et al. (2001) reported the findings of an evaluation towards New Zealand English, Australian English, GAE and BRE conducted through VGT with over 400 New Zealand, Australian and American students. The accents of eight speakers from four English-speaking countries were used as stimuli, with one male and one female speaker from each country. Participants rated their impressions of each speaker on traits of personality, voice quality, status indices. Factor analysis categorized the 22 characteristics into five dimensions of solidarity, status, power, competence, and voice traits. The results validated the low solidarity of BRE accent, with female speaker receiving more unfavourable ratings than male. American judges rated their accent highly, reflecting accent loyalty, in marked contrast to New Zealanders who significantly downgraded their accent in terms of power and solidarity, with New Zealand males in particular rated most unfavourably by New Zealand participants, giving lower ratings than Americans in terms of status and power. Australians rated their accent highly in terms of status, power, and competence, but downgraded it in terms of solidarity. The findings were explained primarily in terms of the influence of spoken media. Americans hear their own variety almost exclusively in the media. Australians hear their own English, but also a great deal of GAE, and New Zealanders hear more foreign than their own variety.

Bayard et al. (2001) suggested that the low solidarity of Australians and New Zealanders with their own accents may reflect a capitulation to the unstoppable pressure of US. global hegemony.

In a subsequent study, once again, the superior evaluation of American accents was found in most regions. Bayard and Green (2005) used the VGT to investigate how participants from 19 non-native English-speaking countries in Europe, Asia, South America, and Oceania evaluated American, British, Australia and New Zealand English accents. It is consistent with Bayard et al. (2001)'s findings in the dominant native English-speaking countries including US, UK, Australia, and New Zealand. In Bayard and Green (2005), more than 1,700 participants listened to a total of eight recordings representing the four varieties, one male and one female recording for each variety. It was found that in Sweden, Germany and Finland, GAE are rated higher overall in terms of solidarity, with male BRE still maintaining a prestige advantage with high scores in terms of status, prestige and power. Samples from mainland China, HK, Singapore, Japan, Malaysia and Indonesia confirmed the high ratings of GAE accent in Asia. With the exception of Singapore, the trend of ratings from Asian countries is quite low for BRE, in addition to the low ratings for the male New Zealand accent. In contrast, Singaporean participants rated BRE, especially the male speech, more prominently in terms of status and power. In Fiji, female New Zealand accents were rated higher than in other regions, close to GAE. In Brazil, GAE was typically rated positively, while BRE was rated negatively in terms of solidarity. Bayard and Green (2005) also discussed the effects of media and intonation on ratings.

McKenzie (2008) further corroborated Bayard and Green's (2005) finding of higher evaluations of GAE compared to BRE in Japan. Through the employment of a verbal-guise study, McKenzie (2008) explored the attitudes of 558 Japanese university students towards four varieties of native English and two varieties of Japanese English. Four varieties of native English are Glasgow standard English, Glasgow vernacular, Ohio English and Alabama English, which have been shown to be the most positively rated varieties in Britain and the United States respectively. The other two kinds of Japanese English can be divided into moderately accented Japanese English and heavily accented Japanese English according to their accent features. Six female speakers were asked to describe how to get to the castle from the starting point according to a map. Eight adjectives and their antonyms, corresponding to competence (or status) and social attraction (or solidarity), were obtained through a pilot study and used in the specific semantic difference scale. In terms of competence, Japanese learners were more favourable towards IC varieties of English, particularly towards "GAE", than Japanese varieties. In terms of social attractiveness, the learners perceived the highest degree of solidarity with the heavily accented Japanese speech while moderately accented Japanese English was rated much less favourably. The evaluation of the two Japanese varieties showed that the degree of accented-ness affects social attractiveness ratings. The more "Japanese" the varieties are, the more positive ratings they will get. These results may reflect Japanese learners' general recognition of the prestige of standard English varieties, meanwhile reveal the potential aversion of informants to the power and influence of these speakers hold within and outside of Japan. McKenzie (2008)

also showed that gender, self-perceived English level and exposure to English have a clear, unique and direct impact on Japanese learners' attitudes towards varieties of English. Both female English learners and those who have more contact with native English speakers tend to prefer non-standard and standard native English varieties to Japanese English.

When comparing the implicit attitudes towards English language varieties among native English-speaking participants and non-native participants, it was found that the relative status of BRE and non-native varieties is more advantageous in terms of solidarity. And it was found that non-native participants rated native varieties more favorably than non-native varieties. Martens (2020) studied the attitudes of individuals from Flanders and the UK towards different English accents. The study explored how native English speakers perceive native and non-native accents and compared these attitudes between the two regions. Martens (2020) employed the VGT to examine the attitudes of 155 Flemish and 77 British individuals towards various accents of European English (light Flemish accent, heavy Flemish accent, heavy Dutch accent) and BRE accent. The results indicated that British participants exhibited tolerance towards non-native accents, showing a more positive disposition towards non-native accents in terms of solidarity. In contrast, Flemish participants demonstrated lower levels of tolerance towards varying degrees of foreign accents compared to the British participants. The Flemish individuals displayed more positive attitudes towards BRE accent in comparison to non-native light Flemish, heavy Flemish, and heavy Dutch accents. Martens (2020) concluded that while BRE holds

dominance in terms of status, non-native accents perform better in the dimension of solidarity.

It was also found that non-native participants rated native varieties more favorably than non-native varieties in HK. Using speech sample stimulation, Luk (1998) investigated the existential awareness of HKE accent and their response to local accent and BRE among middle school students in HK. In the first experiment, subjects were asked to show their responses on a 4-point Likert scale after listening to two identical recorded story extracts read by two different speakers for about 30 seconds. One speaker is a local English learner with a distinct Cantonese accent, and the other speaker is a native English speaker with a typical BRE accent. In the second experiment, participants were asked to listen to three English sentences (four native speakers and four HK native speakers) read by eight people, and to show whether they thought the pronunciation of each speaker was similar to that of most HK people. Luk's (1998) results showed that most of the students are aware of the existence of a HKE accent, but they do not show empathy for this kind of English. On the contrary, the overwhelming subjects show a preference for native mode, even if some of them can't distinguish BRE from GAE. Luk (1998) attributed the lack of empathy of local varieties to the fact that people seldom communicate in English with HK accent, and that BRE has been and is still the model of school English learning for a long time, which has not been recognized by the society. Using the method of social treatment, Tsui and Bunton (2000) analysed more than 1000 pieces of information about computer network language issues from English teachers in Hong Kong. Tsui and Bunton (2000) reported that for these

teachers, the model that they adopted and accepted was exonormative. The exonormative attitudes of HK's English teachers still show a preference for standard English in formal communication.

However, a study in Malaysia indicates that when IC non-standard varieties are compared with non-native varieties, IC non-standard varieties are downgraded. Ahmed et al. (2014) investigated Malaysian students' attitudes towards six accents: American, Arab, British, Chinese, Malay and Indian by VGT. Ahmed et al.'s (2014) results show that Malaysian university students tend to evaluate the accents of the four non-native speakers more positively than the accents of the two native speakers. The reason may be the use of American southern English (Alabama) and East London accent (Essex) rather than standard British and American accents. Researchers believe that people prefer, and judge more favourably, members of their own social in-groups rather than out-groups members.

The review of the literature indicates that the prestige of IC varieties, especially BRE is differs with setting. Furthermore, in certain regions, GAE has been found to hold the same high status as BRE. Additionally, non-native English participants have a more positive attitude towards IC standard English varieties compared to IC non-standard and non-native English accents.

2.5.2 Implicit Attitude of mainland Chinese towards English Varieties

Chinese university students' attitudes toward BRE and GAE are often compared, but different studies have produced different results. Wang and Wang (2004) found that although

GAE is popular in China, it has not replaced the traditional position of BRE in China. They used matched-guise technique to analyse the attitudes of 634 university students from different parts of China towards BRE, GAE, CME and Putonghua in terms of “status”, “modern personality” and “solidarity”. Wang and Wang’s (2004) results show that BRE has the highest evaluation, CME is the lowest, and GAE in between. The social language identity of Chinese university students is represented by Mandarin, not CME.

The findings of Tévar (2020) paralleled the finding in Wang and Wang (2004) that attitudes toward BRE were more positive than those toward GAE. Tévar (2020) carried out a study in which 278 CME learners from Hainan Foreign Language College were elicited their perceptions toward a selection of eight varieties, namely BRE, GAE, Australian English, Nigerian English, Indian English, Hispanic English, Russian English and CME. Each variety had a female and male voice, totally 16 recordings, was played to the participants. The results show that the top three accents are BRE, Australian and CME, and there is no significant difference among them. However, GAE rank unexpectedly only higher than Indian and Nigerian accents. Tévar's (2020) result challenges the assertion that Chinese people prefer standard English.

In contrast to Wang and Wang (2004) and Tévar (2020), Zhang and Hu (2008) found there is no significant differences were found in Chinese ESL learners’ attitudes towards BRE and GAE. Zhang and Hu (2008) investigated the attitudes of 30 Chinese students studying for a master’s or doctoral degree in the United States towards three kinds of English: BRE, GAE and Australian English. They watched and listened to three female recordings

representing three varieties respectively and assessed six language related qualities and 12 person-related qualities of the three English on the seven-point Likert scale. The results show that learners are significantly favoured towards BRE and GAE. Zhang and Hu (2008) concluded that attitude seems to have nothing to do with the comprehensibility of the paragraphs spoken by the speakers of these three varieties. No significant differences in the social status were discovered among the three speakers.

Xu et al. (2010) also found that both BRE and GAE are very popular among Chinese English learners. Xu et al. (2010) investigated Chinese students' attitudes towards varieties of English before the 2008 Beijing Olympic Games by VGT. A total of 108 Chinese university students evaluated the social status, attractiveness and language quality of six English speaking speeches recorded in BRE, GAE and CME. Six recordings selected from George Mason University's speech accent archive website were recorded by four native speakers and two non-native speakers: British varieties from Birmingham and Glasgow, American varieties from New York and Seattle, Chinese varieties recorded by a Chinese-British whose first language is Cantonese and a Chinese-American whose mother tongue is Mandarin. Participants were asked to listen to the six recordings and rated them on a five-point scale with 10 adjectives and their bipolar opposites which are in terms of status and attractiveness. After the listening task, 12 students participated in a semi-structured interview. The interview was about their awareness of English varieties and their attitudes towards English language. In VGT, the evaluation of the speech samples shows that Glasgow variety has received more positive assessments than Birmingham. Mandarin-accented variety has

received more positive assessments than Cantonese-accented variety in five aspects related to social status and social attractiveness. There is no obvious difference between two American varieties. On the whole, Xu et al. (2010) showed that native varieties have been rated more positively than non-native varieties, but there is no obvious difference in their appreciation of American and British varieties.

However, a couple of other studies found more positive attitudes toward GAE than toward BRE. And these studies also consistently found that Chinese participants had more positive attitudes toward standard varieties than toward CME. He and Li (2009) explored the perception of Chinese mainland students and university English teachers from Beijing city, Jiangsu, Hubei and Sichuan province towards CME as well as their view on university English course teaching mode characterized by this local variety through matched-guise technique. It revealed that participants had more positive attitudes toward native English than CME. In He and Li's (2009) study, the matched-guise technique was conducted by listening to the same person read the same paragraph aloud with two different accents (a traditional CME accent and a native-like accent). However, the participants were told that the recording was recorded by different people and asked to rate 16 traits on a five-point Likert scale. Matched-guise technique data analysis shows that standard English is significantly higher rated than CME in almost all positive features, with "patient" exception, CME scored significantly higher than standard English in two negative traits "arrogant" and "aggressive". Specifically, participants believed standard English was more prestigious than CME. In terms of status, standard English speakers were more intelligent, educated,

competent and confident ($p < 0.1$). In terms of solidarity, standard English speakers were more friendly, wealthy, trendy and approachable ($p < 0.1$). Moreover, people who speak standard English are considered more industrious, sincere, considerate and trustworthy ($p < 0.5$) while CME speaker was much more arrogant and aggressive than standard English speaker. Therefore, standard English has received a more positive evaluation than CME in both dimensions of status and solidarity. The scores of CME on all positive features except "patience" are less than 3 points, while the scores on two negative features are more than 3 points, which shows that the participants' attitude towards CME is relatively negative.

Zhou and Chen (2008) used speech stimulus materials applied in Bayard et al. (2001) to study 101 third year English Majors' attitude towards BRE and GAE. The results show that GAE has higher scores than BRE in 24 items of status, affinity and language expressiveness. The study verifies that language vitality affects learners' language attitude. Xu and Gao (2014) also found GAE received a higher rating than BRE. Xu and Gao (2014) investigated the recognition rate and attitude of university student volunteers towards GAE, African American English, BRE, CME and Indian English before and after four major international events in China. Xu and Gao's (2014) results show that the subjects have the highest recognition rate towards native varieties, followed by the non-standard varieties of native speakers, namely, American Black English, and finally Indian English. The comprehensive evaluation of standard varieties is higher than that of non-standard varieties in the four dimensions of status, affinity, general ability and special ability. In the status dimension, GAE, BRE and African American English are the best, in terms of affinity

dimension, CME is lower than GAE, which is equivalent to BRE before international activities and lower than BRE after activities. It is different from the general conclusion that "local varieties are often higher than standard varieties in affinity dimension". Xu and Gao (2014) shows that university students' language attitude is relatively conservative, and the cultivation of multicultural awareness is facing great challenges. Shi (2013) studied the recognition rate and attitude of university teacher volunteers to GAE, African American English, BRE, CME and Indian English in Shenzhen University by VGT. Shi's (2013) results show that in terms of "status", the participants' evaluation of BRE is higher than that of GAE, followed by CME and American Black English. Indian English got the lowest rating. In the dimensions of affinity and general competence, the participants' evaluation of GAE is higher than that of BRE, followed by CME and American Black English, and the lowest evaluation of Indian English. Overall speaking, the participants' evaluation of GAE is higher than that of BRE, followed by CME and American Black English. Shi (2013) concluded that the participants' recognition and evaluation of standard varieties are higher than that of CME, and the evaluation of American Black English and Indian English is the lowest.

Both Xu and Gao (2014) and Shi (2013) used the same recording stimulus materials as Gao and Lin (2008). Gao and Lin (2008) used VGT to investigate the understanding and attitude of 200 Chinese university students' Olympic volunteers from Beijing towards world English varieties before the 2008 Beijing Olympic Games. The study involved five English varieties: CME, Indian English, American Black English, GAE and BRE. The subjects rated the speakers in four categories of the semantic area subscale: status, affinity, general ability

and sport ability. Gao and Lin (2008) show that the evaluation of GAE and BRE in all four categories is significantly higher than that of other varieties. The evaluation of CME in terms of "status" and "general ability" is significantly lower than that of all other varieties. This shows that university students' Olympic volunteers have limited understanding of a variety of English varieties and have obvious cultural stereotypes and prejudices in their attitudes.

Zhao and Chen (2013) also found that GAE received higher ratings than BRE. Zhao and Chen (2013) used the same stimulus materials and semantic scale as Gao and Lin (2008) to investigate the understanding and attitude of volunteers (N = 119) and non-volunteer university students (N = 60) of Guangzhou Asian Games on five different English accents: BRE, GAE, American Black English, Indian English and CME. The subjects rated the speakers in four categories of the semantic area subscale: status, affinity, general ability and sport ability. The results of Zhao and Chen's (2013) study show that GAE has the highest evaluation on all three levels except that it is slightly lower than BRE in status. The affinity of BRE is significantly lower than that of GAE, which is consistent with the research of Gao and Lin (2008). This may be related to the stereotype that the Chinese think the Americans are warm and the British are indifferent and conservative. In terms of affinity, CME is lower than the two standard varieties, which is also consistent with the results of Gao and Lin (2008). In Zhao and Chen's (2013) study, the subjects' evaluation of standard varieties was significantly higher than that of non-standard varieties, and the evaluation of GAE was the highest. Zhao and Chen's (2013) findings support the research results of Zhou and Chen (2008), that is, university students are more willing to imitate GAE, and it gradually replaces

BRE as the most prestigious English variety. There is no difference in language attitude between College Students' volunteers and non-volunteers (Zhao & Chen, 2013).

Gao and Lin (2010) used VGT to investigate the attitudes and multicultural awareness of college students' Olympic volunteers towards BRE, GAE and CME, American Black English and Indian English before and during the 2008 Beijing Olympic Games. The speech stimuli used in Gao and Lin (2010) were the same as Gao and Lin (2008). In VGT, participants were asked to listen to five sections of explanations about "overtemperature induction exhaust valve" recorded by young men with their own accent, and then score 16 characteristics of status, affinity, general ability and motor ability on the seven-point semantic differential scale. The sum of the mean scores of each variety in four dimensions shows that GAE (total score = 20.22) and BRE (total score = 19.77) are rated similarly and significantly higher than those of CME and American black variety, and the score of Indian English is the lowest. Gao and Lin (2010) reported that the evaluation of English varieties in four dimensions shows that GAE and BRE have the same status, GAE has significantly higher affinity than BRE, and is slightly lower than BRE in general ability, but it did not show whether the two differences are statistically significant. The evaluation of CME in the status dimension is lower than that of all other varieties, and higher than the American black and Indian varieties in the affinity dimension, but lower than the two standard English in all dimensions.

Participants in Chen et al. (2013) showed more preference for GAE than those in Gao and Lin's (2010) study. Chen et al. (2013) used VGT to study the attitudes of university

students' volunteers towards six English varieties before and after the Shanghai World Expo: BRE, GAE, American Black English, CME, Indian English and Japanese English. The stimulating materials of the first five varieties are the same as those of Gao and Lin (2008, 2010), and the Japanese English variety is newly added. The VGT results show that before and after the Expo, the two GAE varieties received the highest rating in four dimensions, which is regarded as the influence of American culture on China. BRE scores much lower than the two GAE varieties in all dimensions and its comprehensive score was comparable to that of CME and Indian English.

Liu and Deng (2013) also made the same finding. Liu and Deng (2013) used the VGT speech stimulation material implemented by Gao and Lin (2008, 2010) to study the recognition ability and attitude of 291 university students' volunteers to English varieties before the Shenzhen Universiade. The researchers first reported the recognition rate of accent. The recognition rate of these college students' volunteers for the five varieties was consistent with Gao and Lin (2008), and the accuracy rate of recognizing CME was the highest, followed by GAE and BRE, while the accuracy rate of recognizing Indian English and American Black English was lower. However, the evaluation of CME lags behind the two standard varieties, so Liu and Deng (2013) believe that there is no positive correlation between understanding and evaluation. GAE and BRE rank first and second in all four dimensions of "status", "affinity", "general ability" and "sports ability", and CME has the smallest gap with the two standard varieties in the dimension of "affinity". Liu and Deng's (2013) results show that CME ranks one place higher than Gao and Lin (2008) in the "status",

which may be due to the fact that the subjects come from areas with superior economic conditions and active ideas in China, and more recognize the status of CME.

It can be argued that studies using the same verbal stimuli as Gao and Lin (2008) all derived positive results for the evaluation of GAE over BRE. It is questionable whether this result is related to the homogeneity of the speech stimuli, thus it is necessary to conduct a study using new speech stimuli.

2.6 Explicit Language Attitude towards English Varieties

This section first reviews the measurement of explicit language attitudes, examines studies on explicit attitudes towards English varieties worldwide (except for China), and finally reviews the explicit attitudes of Chinese English learners towards English varieties. The review of findings on explicit language attitudes towards English varieties in places other than China is needed to provide a background for the discussion of findings on mainland Chinese learners' explicit attitudes towards English varieties.

2.6.1 Explicit Attitudes towards English Varieties Worldwide

Some studies have explored native speakers' explicit attitudes toward English varieties. Similar to the findings from implicit attitude surveys towards native speakers, these explicit attitude surveys have also revealed a hierarchical evaluation of English within native-speaking countries.

In the UK, Giles (1970) is one of the influential studies in this field. This study measured the attitudes of 177 students from England and Wales towards native standard

accents, native non-standard accents and non-native accents on three dimensions of aesthetics, communication and status using both with accent stimuli (matched-guise technique) and without accent stimuli (conceptual stimulus). It is worth noting that the participants were informed that they were participating in an experiment designed to investigate their attitudes towards various regional and foreign accents. Therefore, the accent stimulus in this study cannot be considered as an indirect means, but as a direct measurement means, it is the same as the conceptual stimulus in this study. The results suggest that BRE stands alone in status, while regional accents seem to be seen as a stigma, even though French and North American foreign accents have a higher status than any British regional accent. Giles (1970) confirmed the low prestige of urban and industrial accents. The results of this study show a high correlation between the kind of accent and the concept stimulus. At the same time, there is still a fact that the evaluation obtained through the concept stimulus is slightly more favourable than that obtained through the accent stimulus, which brings some methodological enlightenment.

Coupland and Bishop (2007) again demonstrated that British accents have a hierarchical structure, with standard accents having higher ratings on solidarity and status while urban vernaculars are systematically downgraded by a large-scale online questionnaire survey involving 5,010 British people. Participants were asked to score 34 British variety accents and English accents associated with other countries in terms of prestige (status) and social attractiveness (solidarity). The study also measured the effects of gender, region, age, and sociolinguistic diversity as social variables on language attitudes. Coupland and Bishop

(2007) found that females give more prestige to particular accents than males, while also generally assigning more positive scores to the social attractiveness of the accents than them. Relative to females, males generally did not make favourable judgments on others' accents but made more favourable judgments on their own accent. participants from different regions showed significant group loyalty in both prestige and attractiveness, for example, for both Scottish accents (Scottish English and Edinburgh English), Scottish participants provided more positive prestige judgments than participants from other regions. participants living in Wales rated the prestige of Welsh English significantly more positively than all other groups except Northern Ireland participants. In terms of age, the oldest informants conferred the most prestige on the standard English accent, although, the youngest age group remained positive overall, there was a gradual downward trend in positivity. Meanwhile the oldest age group was significantly more positive about the prestige of their accent than all other age groups. Age also influences the evaluation of standard English in terms of social attractiveness, in a similar pattern to that of prestige, with the two oldest groups being the most positive and the younger groups progressively less positive. Thus, young people seem to show a language ideology that is no longer paranoid about the positive evaluation of standard accents. Coupland and Bishop (2007) found that those who said they were more positively inclined toward accent diversity evaluated specific accents more positively, and that higher linguistic diversity was associated with higher social attractiveness of accents. Coupland and Bishop's (2007) study yielded findings that align with Giles' (1970) research,

demonstrating a consistent correlation between the conceptual evaluation and informant responses to language samples.

It seems that English varieties in the UK are stratified based on standard and urban areas, while in the United States, English varieties are evaluated differently based on distinctions between the Southern and Northern regions. For example, Preston (1999) used perceptual dialectology technique to investigate the attitudes of University of Michigan students towards American state accents. In general, people seem to be biased against all kinds of English from the southern states. The southern language is considered incorrect. In contrast, the English of the central and Western States is usually considered "correct". However, in terms of solidarity characteristics such as "casual", "friendly" and "politeness", all kinds of English spoken in the south are rated higher than that spoken in the north. On the other hand, in terms of status related features, northern English varieties rank higher than southern English varieties: for example, "educated", "smart", "normal" and so on.

However, a majority of research on explicit attitudes toward English varieties has been conducted in OC and EC countries. Compared to non-native varieties, non-native English participants show more positive explicit attitudes towards IC varieties. In Malaysia, Kaur (2014) examined the perception of a group trainee teachers (N=36) towards non-native speaker accents in relation to native speaker accents. A two-part questionnaire was implemented. The first part requires the subjects to fill in the relevant personal information, and the second part contains five items, which aims to elicit the subjects' evaluation of the relevant English varieties. The data analysis showed that the UK and US English accents

were rated the best accents in comparison with other non-native accents. Kaur (2014) found a widespread ideology of taking IC Englishes as model and norm providers among participants. However, a VGT study with the same background in Malaysia shows conflicting conclusions with Kaur (2014). Ahmed et al. (2014) investigated Malaysian students' attitudes towards six accents: American, Arab, British, Chinese, Malay and Indian. Ahmed et al.'s (2014) results show that Malaysian university students tend to evaluate the accents of the four non-native speakers more positively than the accents of the two native speakers. The reason for the contradictory conclusion may be the use of American southern English (Alabama) and East London accent (Essex) rather than standard British and American accents. Researchers believe that this supports "social identity theory" that people prefer, and judge more favourably, members of their own social in-groups rather than out-groups members (Cargile & Giles, 1998). Another reason for the contradictory conclusion may be that the two studies use different survey instruments, which also enlightens us that it is necessary to further compare the language attitude of using direct instrument and indirect instrument.

Several studies have also compared the evaluations of non-native English participants towards BRE and GAE and found that familiarity leads to more favourable attitudes. In Oceania, Hundt et al. (2015) examined the attitudes of young Fijian citizens towards BRE, GAE, Australian English, New Zealand English and Fiji English through four open-ended questions. The first three questions are related to the cognitive, emotional, and behavioural components of attitudes. The fourth question asked the contexts in which

participants prefer to using Fiji English, the local variety. Quantitative and qualitative findings were presented based on the answers to open questionnaires and on cross-tabulations of questionnaire items and social background data. The data show that BRE still be regarded as the most favoured variety in terms of cognitive component, which shows the continued dominance of norm orientation towards it, as well as the most suitable variety for written writing in terms of conative component. Different from what the related research had claimed, Hundt et al. (2015) shows that Australian English and New Zealand English did not gain an advantage because of their closer geographic location, because they lag behind GAE in both cognitive and affective aspects. Fiji English is the most pleasant one which is behind BRE and GAE. Cross-tabulation results show that female participants are more sensitive to the "correctness" of language, so they are less likely to endorse local variety than male participants. Indo-Fijians have not only strong cognitive but also affective attitudes towards external varieties than Fijians, while there is no obvious influence of ethnic background on affective component. In addition, exposure to other varieties of English was also found to result in more endorsement of external varieties as being best or most pleasant.

Explicit evaluations of BRE in HK have been found to be more positive than those of GAE, probably because HK had been under the British rule until 1997 when HK was handed back to China. Leung (2015) investigated the attitudes of non-native English teachers in HK towards spoken English. The results of the questionnaire and semi-structured interview clearly show that there is a deep-rooted belief in the local English teachers, that is, from the perspective of correctness, standardization, pleasure and acceptability of

international communication, BRE is the best English (accent) expression in the world, and the oral English of other native languages such as the United States, Australia and Canada is regarded as “good English”, which is opposite to other non-native English varieties, such as Chinese, Japanese, HK and French English, namely “bad English”. Each interviewee liked native speakers of English, especially BRE, rather than non-native speakers. Although participants are eager to comply with native norms, they often claim that they will not insist on their students speaking with an accent similar to native accents. If students can communicate effectively in English, non-native English teachers seems willing to let them speak with any accent. When considering international communication, they also tend not to limit the varieties of English used in native English, such as BRE or GAE.

However, in contrast to the findings in Oceania and HK, Kim (2007) discovered an extreme preference among South Koreans for GAE, which may not be surprising. Kim (2007) directly asked the participants what kind of English varieties they most want to learn and use. Nearly 70% of the participants chose GAE. Kim (2007) believes that this seems to be related to South Korea’s closest socio-economic and cultural ties with the United States. South Korean participants in Ahn (2017) gave positive comments on BRE, GAE and Canadian English. But GAE was described by participants as the most fluent, simplest and clearest English. GAE was believed to represent the English language and was considered the only English variety in South Korea. Anh (2017) calls the Korean people’s love of GAE “extreme American English favouritism”. Like Kim (2007), Ahn (2017) believes that the social, political and economic status of the United States plays a key role in forming the

participants' positive attitude towards GAE, rather than its language characteristics themselves.

Meer et al. (2021), on the other hand, identified distinct attributes associated with the evaluations of BRE and GAE. Meer et al. (2021) used a mixed method of perceptual dialect recognition task, keyword Association and direct open-ended questions to study the cognition, potential cultural association and stereotype of 166 German middle school students on BRE, GAE, Indian English and African English. These methods all elicited explicit attitudes from the participants. In Meer et al.'s (2021) study, most participants believe that proper and standard English is associated with BRE. When answering their favourite English variety, GAE is the most popular. In the blank world map and keyword association task, BRE received the largest proportion of comments in the category of culturedness, which is regarded as a standard, default English variety, appropriate and normal. It is generally considered to have a high social status (elegant, noble, or the speaker seems to have higher education). In the affective dimension, positive and negative evaluations are balanced: on the one hand, BRE is described as friendly or neat, on the other hand, BRE is described as particularly arrogant. GAE also received most positive affective comments in this category. Most of the comments said that GAE was casual, cool or relaxed, although there were some negative affective reactions, such as arrogance or dislike. GAE got balanced distribution of comments in cultural categories, which is usually related to standard and normal speech, but less-labels are received in this regard than BRE. Therefore, the subjects' views on the two varieties are different: BRE is regarded as the default school

reference standard, while GAE is associated with vitality and randomness. In addition, Meer et al. (2021) also reported that most students believe that Indian English and African English are important global English. However, their views on these varieties are less positive and seem to be influenced by cultural stereotypes, which may lead them to think they are interesting or unintelligent.

In summary, explicit investigations into IC English variants indicate that native speakers' evaluations of these varieties are hierarchical. In the UK, English is stratified based on standard and urban areas, with urban varieties being rated lower. In the US, English is stratified based on North-South regions, with Southern English varieties being rated lower. Non-native English speakers tend to have a stronger preference for IC standard varieties compared to non-native English varieties. However, the degrees of preference for BRE and GAE vary across regions. Various factors such as society, geography, and culture influence people's attitudes towards different English varieties.

2.6.2 Explicit Attitude of mainland Chinese towards English Varieties

Prior studies have shown that Chinese university students have positive attitudes toward learning English although they believed that the Chinese language is superior. Chew (2013) investigated the attitudes of 113 undergraduates in Peking University towards English and Chinese, as well as their motivation for language learning and their sense of national identity with a 22- item questionnaire. In addition to answering five-point Likert questionnaire, participants also need to answer three open-ended questions which are related

to the status of English in Mainland China, the helpfulness of English to promote China's development and the preference to learn English or Chinese well. Chew's (2013) results showed that although subjects in this study held the view that their mother tongue (Chinese) was superior to English and generally disagree that English has made a great contribution to the prosperity and development of China, they overall have positive attitudes towards English, were active to learn English, and value the association with English-speaking culture and people.

The Chinese university students have a strong Chinese identity but yet are motivated to master English. Liu and Zhao (2011) also showed that participants have positive attitudes toward English and are motivated to learn English. Liu and Zhao (2011) studied the attitudes of 302 students from five top universities in China towards English and Chinese language that may be related to their learning motivation and ethnic identity by a 22-item questionnaire as well as four open-ended questions. Data analysis showed Chinese is considered superior to English. Therefore, the conclusion is that Chinese students have a good sense of Chinese identity and appreciate the value of English. However, Liu and Zhao (2011) also claimed that since all the participants in this study are from Beijing, they usually have more exposure to English, which may lead to more positive attitude. Therefore, it is necessary to further study the attitude of Chinese students from different backgrounds towards English and Chinese.

Some other studies confirm that Chinese university students regard IC English varieties as more prestigious than non-native speaker varieties. Yang and Liu (2016) found

that native English is a prestigious variety, and the participants mainly appreciate it for its pronunciation, which is more conducive to enhance the advantages in job market. Yang and Liu (2016) explored attitudes of 50 Chinese university senior English major students towards native English and non-native English by a questionnaire with a five-point scale which includes ten multiple choice questions and one open question. It was found that participants have the desire to contact more non-native varieties, but because they rarely contact with them in EFL classroom, their understanding is limited. However, they tend not to think that non-native varieties are those with grammatical and phonetic errors. In addition, subjects' attitudes also are affected by their self-expectation. Yang and Liu (2016) concluded that the higher the self -expectation, the more likely the students are to get native-like English level. Another researcher Young (2006) also reported that for Chinese learners, BRE or GAE should be taken as the norm. Young (2006) investigated attitudes of both Macao-born and mainland-born Chinese university students toward English and English learning by using a 22-item questionnaire. A total of 341 Macao undergraduates participated in the study and recorded their answers to the questionnaire on a four-point Likert scale. The analysis of means and standard deviation showed that two groups have recognized the importance of English and its potential contribution to Macao's prosperity. Independent-samples t-tests were performed to compare the responses of the two groups to each item. Young's (2006) results showed that when speaking English, Macao-born students are less comfortable and they are more uncertain to whether Portuguese is superior than English compared with

mainland-born students, which may be caused by Portuguese had been the only official language for a long time in the past and the lack of long-term language policy.

There were several unexpected findings on preference for the local variety spoken in China. Yang (2012) conducted a questionnaire survey on Chinese sophomores majoring in English and foreigners staying in China at that time from different countries and fields. In terms of English major students, they have world English awareness and believe that it is necessary and reasonable to develop other English varieties. Most of them had the positive point of view towards CME, nevertheless. Yang (2012) reported that the English majors prefer GAE to BRE. In terms of foreigners, most of them reported they have heard of Chinese variety of English, and they stated that it was useful for them to know or learn some Chinese culture, because there were lots of Chinese unique things which cannot totally find the equivalents in BRE and GAE. The researcher put forward the enlightenment of Chinese variety of English to English teaching.

By and large, studies show that Chinese learners still discriminate against their CME accent. Fang (2016) investigated Chinese university students' attitudes towards their own English accents and native English accents by both questionnaire and interview. The response to the questionnaire and the interview shows that participants' awareness to conform to standard models, particularly US accents followed by UK accents. The views of Hu (2004) are used to explain Chinese students' particular preference for American accents: the power of the US and "the relative proximity of the United States to China". Most of the subjects in Fang's (2016) study have a negative attitude towards their English accent, which

shows that they have been confined to the role of English learners rather than users. At the same time, they may also be influenced by the Confucian doctrine of being moderate, making some students whose English quite well to communicate with others do not actively evaluate themselves.

A string of studies used interview to explore Chinese English learners' explicit attitudes towards English varieties. It is worth noting that interviews are often conducted in conjunction with VGT in these studies. Gao and Lin (2010) used interview to investigate the attitudes and multicultural awareness of college students' Olympic volunteers towards BRE, GAE and CME, American Black English and Indian English before and during the 2008 Beijing Olympic Games. In the Pre-Olympic interview conducted by Gao and Lin (2010), the volunteers showed a clear preference for BRE and GAE. They thought the two varieties were comfortable, but their preference for GAE was more obvious. The interviewees disclosed that the communication with GAE speakers was the smoothest. The status and power of the countries to which the speakers of relevant varieties belong will affect learners' attitude, which is shown by someone saying that the United States is the most powerful, so it is best to learn GAE. It also showed their rejection of non-standard varieties. They believed that teaching dialects by foreign teachers was misleading and had a negative attitude towards CME and many other non-native language varieties. They belittled the monotonous tone of CME, which was not an ideal model, and felt that there were obstacles in communicating with non-standard language variety speakers. Some interviewees showed awareness of English as a lingua franca and believed that the key to learning English was communication

by saying that “We should not only listen to the standard variety, but also listen to the non-standard sometimes”. In interview conducted during the Olympic Games, the interviewees’ preference for GAE was more obvious. Someone said that communication with people from English speaking countries is relatively smooth, especially Americans. “It’s best to communicate with Americans.” “GAE is more casual and smoother. BRE is more elegant. I still prefer GAE.” When communicating with speakers of non-standard varieties, volunteers often encounter intelligibility barriers. In the case, they often lack positive compensation strategies and give up communication prematurely. This indicates a conservative attitude towards non-standard varieties. Gao and Lin (2010) found that the attitude towards CME during the Olympic Games is polarized. Some interviewees still have a negative attitude towards CME. They think that CME is only a concept and cannot be realized, and it is not an ideal model; Some people find self-confidence in the comparison with other non-standard English and think that Chinese speak English better than many non-native English speakers, which is based on standard English as judgment criterion.

The highest score of GAE in VGT was verified in the interview, which may be due to Chinese learners’ more contact with American listening materials and more communication with Americans in their study and life and may also be affected by the strong national strength of the United States. Gao and Lin (2010) reported that although the scores of GAE and BRE are the same in the VGT status dimension, the interview shows that GAE has a higher status in the mind of Chinese university students than BRE. The scores of CME in the four dimensions of VGT are lower than standard English, which shows the negative

attitudes of Chinese university students towards CME. These negative attitudes have also been further confirmed in the two interviews. However, different from the previous studies, which revealed that the non-native varieties are generally evaluated higher than the standard varieties in terms of affinity, Gao and Lin's (2010) findings showed the affinity of Chinese university students for CME is also lower than the standard varieties, which is not further explained by the interview content. participants' evaluation of other non-native English varieties in VGT and interview is relatively negative. From this point, the results of the two measurement methods are consistent.

In the interview conducted by Xu et al. (2010), the interviewees' answers showed their native normative orientation. They believed that English belonged to Americans and other native English speakers, because when asked "speaking of English, what comes to your mind", their answers were related to the United States and Britain, such as Hollywood, Harvard, Harry Potter and Beckham, which is consistent with the findings of VGT. In VGT, the two native groups were considered as gentler and clearer and more intelligent, pleasant, confident, reliable, sociable, and fluent than CME. In the interview, when it comes to the English varieties they like to learn, their answers also show their preference for the IC varieties. They express that they are not confident in their non-standard accent and take GAE and BRE as learning models, because these two varieties are regarded as symbols of wealth and power, which also reflects the high evaluation of the status dimension of these two native varieties in VGT.

Chen et al. (2013) also used interviews to study the attitudes of university students' volunteers towards six English varieties before and after the Shanghai World Expo: BRE, GAE, American Black English, CME, Indian English and Japanese English. In the interview, the participants seemed to have the same attitude towards BRE and GAE, which is contrary to the low evaluation of BRE in VGT. These two standard varieties were considered to be the most authentic and standard. Other non-standard varieties, including American Black English, were regarded as not authentic and difficult to understand, which seemed to be inconsistent with the results of accent evaluation. Chen et al. (2013) believed that the high evaluation of American Black English in VGT was because the subjects mistook GAE, since the recognition rate of American Black English is the lowest among the six varieties. However, the different evaluation of BRE in the two measurement methods has not been explained.

As for whether Chinese English learners should study CME, their ambiguous attitudes about CME and the integration of CME teaching model were exposed. He and Li (2009) explored the perception of Chinese mainland students and university English teachers from Beijing city, Jiangsu, Hubei and Sichuan province towards CME as well as their view on university English course teaching mode characterized by this local variety through questionnaire and interview. A 25-item questionnaire, using a 5-point scale, was used to explore participants' views on CME, their preferred English teaching model, and the desirability of integrating the salient features of CME into China's existing university English teaching model. The questionnaire revealed the participants' preference for native

speaker norms. He and Li (2009) reported that the questionnaire results show that most participants believe that the variety of English in China should have its own language characteristics (67.8%), that Chinese students should learn not only standard English, but also English variety with Chinese characteristics (61.4%), and that they should integrate some select features of local English variety should be incorporated into the existing teaching model (62.6%), whereas more than half (58.9%) believe that native English teaching models (such as BRE or GAE) should be adopted. But more participants liked to sound like native speakers (81.9%), and only a few wanted to be recognized as Chinese (25.3%). At the same time, 75.8% of the participants believe that English accents with accents are acceptable in international exchanges, nevertheless, 87.3% of the participants were not satisfied with their English learning effectiveness, but only 20.3% attributed their unsatisfactory learning effectiveness to the adoption of the standard English teaching model. On the one hand, they can accept the CME teaching model, but they also like the standard English model. On the other hand, they think that international communication with accent is acceptable, but they are eager to acquire native accent. He and Li (2009) concluded that although most people show a positive attitude towards CME, this attitude only stays in the concept, because many of them do not want to expose their Chinese identity because of these characteristics in practice.

In the interviews, interviewees also disclosed contradictory attitudes toward CME. He and Li (2009) reported that the interview results showed that the participants were willing to choose BRE, GAE, CME or ELF as the college English teaching model in China. The

participants who would choose CME said they would like to learn CME because it is easier for Chinese learners. More participants said they are willing to choose standard English, especially GAE (78.6%), as the teaching mode, because they think standard English can better ensure communication. He and Li (2009) revealed that different participants have contradictory attitudes towards CME. Some believe that CME has been well codified and promoted, while others believe that it is still on the way of development. When answering whether CME can be introduced together with BRE and GAE as a part of the teaching model, participants showed positive attitudes. They believed that learning English in China will certainly be affected by the mother tongue Chinese. Sometimes only Chinese local variety can fully express China's unique culture, and local variety would be easier to learn than standard varieties.

By reviewing Chinese English learners' attitude towards English varieties, it can be found that sometimes the results measured by direct and indirect methods are inconsistent. Since most of these studies used VGT and interviews, it is not clear whether the results measured by VGT and questionnaire are consistent. Although He and Li (2009) used matched-guise technique and questionnaire, they focused on their attitude towards CME rather than varieties of English.

2.7 Influence of Sociodemographic Factors on Language Attitudes

Language attitude as a social process is affected by the listener's objective attributes (Cargile et al., 1994). Previous studies have shown that gender (e.g., Coupland & Bishop,

2007; Rahman et al., 2017; Puah & Ting, 2015), age (e.g., Abbas et al., 2020; Rahman et al., 2017; Puah & Ting, 2015), self-perceived proficiency (McKenzie, 2008; Zhang, 2010), and socio-economic status (e.g., Puah & Ting, 2015; Ting & Puah, 2015) all have influence on language attitudes.

Previous research has shown that sociodemographic factors influence participants' attitudes towards ethnic or heritage languages. Rahman et al. (2017) explored the extent to which age and gender influence the attitudes of Arabic Emirati speakers towards their Arabic dialects using a 21-item questionnaire which was distributed randomly to passers-by in the streets, UAE. Participants' responses indicated that, regardless of gender and age, they had a positive attitude towards their Arabic dialect because they were proud of their dialects and showed a desire to see it preserved in writing. However, the older group showed more pride and loyalty than the younger group. This is because young people are influenced by peer pressure, social media, following the world trend and turn to use English. In terms of gender, 88% of females and 33% of males agreed with females speak Emirati Arabic better than males. It is speculated that on the one hand, it is women who raise children at home and undertake the task of teaching the next generation of Emirati dialects; on the other hand, men who work outside need to contact people who speak different Arabic dialects or even different languages. These data confirmed that language attitudes are indeed influenced by socialdemographic variables of the participants' age and gender.

Closer to China, in Malaysia, a study showed the use of three sociodemographic variables on attitudes towards Chinese dialects. Puah and Ting (2015) investigated how

gender, age, and socio-economic status influence the language attitudes of individuals who speak Foochow and Hokkien, towards their respective ethnic languages as well as Mandarin. They utilized the matched-guise technique in their research. Their findings indicated that both gender and age significantly affect the attitudes of Foochow participants towards Foochow and Mandarin, as well as the attitudes of Hokkien participants towards Hokkien and Mandarin. The study revealed that female participants exhibited more favorable attitudes compared to their male counterparts, and male participants held more positive attitudes towards their own gender. Younger participants displayed fewer evaluative reactions influenced by gender bias, while older Foochow participants did not perceive Foochow women as having high status. Similarly, older Hokkien participants felt a sense of affinity with female Mandarin speakers but did not necessarily feel close to Hokkien women. Puah and Ting (2015) also discovered that socio-economic status had a greater influence on the assessment of various traits compared to either age or gender. Socio-economic status played a role in shaping how residents of Foochow perceived women speaking Foochow dialect as generous and open-hearted, women speaking Mandarin as diligent and hardworking, and men speaking Foochow dialect as polite, intelligent, and ambitious. This influence extended to Hokkien residents' evaluations as well, where women speaking Mandarin were perceived as polite, and men proficient in both Minnan dialect and Mandarin were seen as generous. In light of these findings, Puah and Ting (2015) speculated that as awareness of sexism and ageism grows, the influence of these factors on language attitudes may decrease over time.

This shift in perception could elevate socio-economic status to the forefront as the primary determinant of attitudes.

The influence of age, gender and socio-economic status on attitudes of Malaysians of Chinese descent towards their Chinese dialect and Mandarin also was examined by Ting and Puah (2015) through a 34-item questionnaire. The data showed that all the examined Chinese varieties are esteemed as identity markers, but they are not seen as having instrumental value. Different from the influence of gender on some traits of towards three groups of speech samples revealed in matched-guise technique, gender has no significant main effect on the language attitudes of Foochow and Hokkien participants in survey. The findings of age affecting on language attitudes revealed by the two measurements is also different, but the influence of socio-economic status on the attitudes between them is more significant than that of gender and age, which is shown by both the two methods. In view of this, it is necessary to further compare the conclusions drawn by indirect measurement and direct measurement to judge the different roles of the two methods in revealing language attitudes effectively and accurately.

Henderson et al. (2020) explored the interaction between course level, gender, and ethnic identity labels, and their impact on language attitudes towards Spanish as a heritage language in New Mexico, USA through a 12-item questionnaire with a five-point Likert scale. The questionnaire was related to using or maintaining Spanish, aimed to elicit the effects on four attitudinal dimensions: instrumental, sentimental, value, and communication, and their interaction with course level, gender and ethnic identity variables. Henderson et al.

(2020) found that course level, gender, and ethnic identity labels were all significant predictors for participants' attitudes towards Spanish as a heritage language. Participants at higher course levels had more positive attitudes towards their heritage language compared to beginning-level peers, specifically on the Value, Sentimental, and Communicative attitudinal dimensions. Gender had a significant influence on language attitudes across both course levels, with female students exhibiting more positive attitudes compared to male students. Female participants at lower course levels expressed a stronger sense of language loyalty compared to their male peers. Among participants at higher course levels, females placed greater importance on the instrumental value of Spanish. Henderson et al. (2020) also found that different ethnic identity labels were associated with varying attitudes towards the language. Participants who identified as "Mexican American" and those who selected the labels "Hispanic" and "Spanish" showed higher preferences on the Value dimension, indicating a positive attitude towards the language. Participants who identified as "Latino/a" emphasized the importance of Spanish to them personally, as it enhances their educational and economic prospects and is important for communication. On the other hand, participants who selected the label "Anglo" showed negative correlations with the Value and Communicative dimensions, suggesting a less positive attitude towards the language.

Some studies have examined the attitudes of non-native speakers towards English variants in relation to demographic factors and relevant social aspects. Social factors of age, gender, education, and exposure to English-speaking environments significantly influence individuals' language attitudes in the Japanese context. McKenzie (2008) explored how

social factors such as age, gender, education level, and exposure to English-speaking environments affect 558 Japanese university students' perceptions and evaluations of different English accents through the employment of a VGT study incorporated from perceptual dialectology. McKenzie (2008) found that younger participants generally held more positive attitudes towards native English accents, while older participants tended to have more positive attitudes towards non-native English accents. Gender also played a role, with females generally showing more positive attitudes towards native English accents compared to males. Additionally, participants with higher levels of education and greater exposure to English-speaking environments tended to have more positive attitudes towards native English accents.

The influence of social factors, especially demographic factors, on language attitudes may vary depending on cultural background. Chien (2018) investigated the attitudes of 317 Taiwanese nationals living in Taiwan and 147 British nationals living in the UK towards different English accents utilising both questionnaires and VGT. Chien (2018) examined how gender, occupation and self-perceived competence influence participants' attitudes towards BRE, GAE, Indian English, Australian English, Japanese English, Taiwanese English and Spanish English. Gender was not found to have an impact on the language evaluations of Taiwanese and British participants. However, the social variables of occupation and self-perceived English level significantly influenced the evaluations of IC and OC varieties of English by Taiwanese participants. Taiwanese students rated GAE, Australian English, and Indian English significantly higher than working participants.

Among Taiwanese participants, those who claimed to have a higher level of English showed a distinct preference for the BRE variety, while those who claimed to have a lower level of English showed the opposite preference.

Zhang (2010) explored the influence of gender, familiarity with English, cultural identity and socio-economic status on attitudes toward BRE, GAE, educated HKE accent, the broad HKE, Australian English, Tyneside English, Philippine English and CME among 44 HK university students by VGT and interview. However, no significant effects of gender, familiarity with English, cultural identity, and socio-economic status on participants' language attitudes were found. This could suggest that the influence of social factors on language attitudes is heavily constrained by cultural considerations.

Few studies have investigated the influence of sociodemographic factors on Chinese university students' attitudes. Liu et al. (2016) conducted a questionnaire survey to investigate the influence of gender, major, hometown, home dialect, extramural studies, and parental education levels on the self-perceived English proficiency of Chinese university students from 23 provinces in China. The study revealed statistically significant associations between students' self-reported English proficiency and their gender, parental education levels, major, and hometown. It showed that female learners tended to hold more positive views toward learning English compared to male learners, who were less inclined to do so. Higher parental education levels were often associated with greater self-confidence in students' self-perceived English proficiency. Moreover, higher parental education levels were linked to a higher propensity for engaging in paid extramural activities and pursuing

other avenues to enhance English use among respondents. Students' perspectives on learning English were influenced by their parents' educational backgrounds. Learners whose parents had education levels below a bachelor's degree tended to view English as a means of social mobility, while those with parents holding a bachelor's degree or higher saw English as a gateway to more educational opportunities, such as studying abroad. English-related majors exhibited more confidence in their English abilities. Those whose hometown was in Beijing or Shanghai demonstrated greater confidence in English listening and speaking skills. Students enrolled in universities in Beijing or Shanghai were more likely to express confidence in their English reading skills. Furthermore, students studying in universities in Beijing or Shanghai tended to have more opportunities to use English within the school environment, while those in other cities seemed to have more opportunities to use English outside of school.

Yu (2010) used questionnaires and interviews to investigate the influence of gender, age, grade, major, starting age for learning English, years spent in English learning, influence of parents, teachers, and peers, and international experience on Chinese university students' attitudes toward English. Data from four public universities in Wuhan, China, showed that students majoring in social sciences had significantly higher attitudes toward English than students majoring in science. Participants who had experience as native English teachers had significantly higher attitudes toward English than those who did not have such experience. Participants with no international experience had significantly higher attitudes toward learning English than those with such experience. The higher the grade level a university

student was in, the more positive his/her attitude toward English. In contrast, gender, age of starting to learn English, income, and parents' knowledge of English did not play a significant role in terms of learners' attitudes toward English, attitudes toward English education policies, and attitudes toward the purpose of learning. Yu (2010) also found that Chinese university students had positive attitudes toward English and CME. Most of them believed that the localization of English in China is an expression of Chinese culture.

In the Sichuan province of China, Huang and Hashim (2020) found that participants with overseas experience were more likely to rate their English accent positively than those without overseas experience. They studied the effects of demographic factors such as age, gender, grade level, time spent learning English, and experience abroad on accent preferences through an online questionnaire and found that age, gender and grade were found to have statistically significant impact. The effects of other factors were not statistically significant. A total of 574 English majors at a comprehensive university in Sichuan province participated in this survey. Huang and Hashim (2020) also found that BRE was considered the most familiar and preferred accent, followed by GAE at a disadvantage, and standard English accent was the most appreciated accent by the participants. participants had a strong bias against English with a Chinese accent and other non-native accents. Most participants were reluctant to express their Chinese identity through English with a Chinese accent. Huang and Hashim (2020) argue that thinking of themselves as learners or users of English can lead to differences in attitudes.

The three aforementioned studies have both investigated the impact of social factors on explicit attitudes towards English. To the best of knowledge of the researcher, only Wang and Wang (2004), in their study on implicit attitudes, examined the influence of social factors on implicit attitudes towards English. Wang and Wang (2004) also found gender and major of the evaluators influence language attitudes. The tolerance of male students is higher than that of female students. The attitude of English majors is similar to that of students majoring in science and technology, but different from that of students majoring in humanities and social sciences. Wang and Wang (2004) concluded that female and English majors are more sensitive to the insecurity of non-standard varieties. Wang and Wang (2004) believed that whether there are differences in the attitudes of the same varieties towards male and female voice guises, and the impact of gender on this difference need to be found in future research. It illustrates that the understanding of how social factors impact the explicit and implicit attitudes of Chinese English learners towards English varieties is still quite limited. There are numerous factors that remain unexplored in terms of their influence on attitudes towards English varieties, both explicit and implicit.

This chapter first reviewed the dual nature of attitude and the theories to measure implicit and explicit language attitude, and then reviewed the classification of English varieties according to Kachru (1985)'s three-circle model. Then, the findings of implicit attitude and explicit attitude towards English varieties in different contexts are reviewed. Finally, the attitudes of Chinese people towards English varieties are reviewed. The studies conducted in the context of Chinese mainland have shown that Chinese EFL learners are

very conservative in their attitude towards ELF, showing a clear tendency to abide native-speaker norms. Although China's world English consciousness is awakened to some extent, its accent recognition ability is not strong enough. Most of these studies have used the direct method of questionnaire or the combination of questionnaire and interview, and a few studies used the indirect method of speech stimulation. It is valuable and important to measure language attitudes through indirect means because it leads more honest evaluative judgment (Puah & Ting, 2015). In the studies using indirect methods, most of them use the same speech stimulus samples (e.g., Gao & Lin, 2008; 2010; Liu & Deng, 2013) or the same samples as previous study (e.g., Zhou & Chen, 2008), so the conclusions are homogeneous to some extent. Most of the variables in these studies include "status", "affinity", "general ability" and "motor ability / special ability", rather than "status" and "social attractiveness" often used in other contexts, which makes it difficult to compare the research results with those in other contexts. Even fewer studies used a combination of direct and indirect measurements, which may produce a study whose conclusions provide a valuable contribution to the field of language attitude research, while avoiding the inaccurate results that may be caused using a single measurement method. Gao and Lin (2010) have preliminarily found that the subjects' attitude measured by VGT is more conservative than that revealed in the interview (as a direct means), but it is not clear whether there is any difference between the results measured by VGT and the questionnaire. Although the current research shows that Chinese people have preference for native language varieties, the preference for BRE and GAE shows contradictory results. Whether it is as advocated by

Bayard et al. (2001) and Zhang (2019) that GAE will dominate remains to be investigated. In addition, the reviewed literature has shown that there are many factors that affect attitudes, but the factors that affect Chinese attitudes are not clear, it will be helpful to understand the current social and linguistic environment in China well.

CHAPTER 3

METHODOLOGY

3.1 Chapter Overview

Chapter 3 begins with the research design (Section 3.2) and participant description (Section 3.3). This is followed by a section on instruments used to collect data for this study, that is, a VGT study and a language attitude questionnaire (Section 3.4). Section 3.4 explains the varieties of speech selected and development of bipolar semantic scale in VGT, and describes the questionnaire, pilot study, and the structure and content of the final version. Section 3.5 explains the data collection process of two pilot studies and the actual study. This chapter ends with the data analysis procedures (Section 3.6) and limitations of the study (Section 3.7).

3.2 Research Design

The research design for the present study on language attitudes is a mixed design or split-plot design. Hatch and Lazaraton (1991) define a mixed design as a research design that includes both comparisons of independent groups and repeated measures of the same group. The aim and objectives of this study suggest the need for a mixed methods approach, which involves collection of data on explicit and implicit attitudes via questionnaires and VGT respectively.

The present research design integrates both direct and indirect techniques for examining Chinese university students' explicit and implicit attitudes towards English varieties. This focus is essential in view of the duality of attitude. People can hold two attitudes towards the same object at the same time: explicit and implicit attitude (Serenko & Turel, 2019; Wilson et al., 2000). Paying attention to only explicit attitude cannot describe the whole picture of the factors affecting behaviour. Both implicit and explicit attitudes should be measured. The instruments used in the study are VGT and questionnaire, which are widely used in language attitude research as shown in Chapter 2. VGT is often used to investigate the implicit language attitudes of the subjects, while questionnaire is often used to investigate the explicit language attitudes of the subjects. Research using an appropriate combination of methods may provide sociolinguists and social psychologists with a deeper understanding of accents and attitudes of various languages, as well as accents and users of various languages (Sykes, 2010).

The conceptual framework of the study shown in Figure 3.1. It shows that the attitude has dual properties, consisting of two parts: explicit and implicit attitudes. Implicit attitude is based on dimensions of evaluative reactions to speech accent (Ryan, 1973). According to Ryan (1973), the evaluation of English accent is conducted in terms of two dimensions: status and solidarity. "Status" and "solidarity" are the independent variables for Research Objective one, while "implicit attitudes" is the dependent variable. Status contains seven characteristics: intelligent, confident, hardworking, well-educated, competent, fluent and ambitious in this study. Solidarity consists of nine traits: traditional, trustworthy, friendly,

honest, kind, gentle, humble, likeable, and having sense of humor in this study. All traits and their corresponding negatives were presented on a bipolar semantic scale. The process by which participants listen to recordings representing different English accents while rating the corresponding traits on a bipolar semantic scale is referred to as the VGT. The explicit attitudes are studied based on Baker's (1992) classification of language attitudes for Research Objective two. The bidirectional arrow at the bottom of this research conceptual framework represents a comparative and contrasting study of implicit and explicit attitudes of Chinese university students, which addresses Research Objective three. By collecting language attitudes data using direct and indirect methods, it is possible to conduct triangulation of the Chinese university students' explicit and implicit attitudes towards English varieties and reach a better understanding of their attitudes towards English varieties. It also shows the relationship between language attitude and varieties of English among university students in China. Chinese university students come into contact with BRE, GAE, HKE, and CME in their interactions with the outside world. Language attitude as a social process is affected by cultural factors (politics, history, economy and language reality, etc.). Language attitude is also bound up with emotional understandings of significant life experiences (Nuske, 2018). As a result, language attitudes are inevitably influenced by various factors. In this study, the factors mainly refer to demographic information, as well as the participants' majors and academic years, which influence their attitudes towards the four English varieties. This falls under Research Objective four of this study. In this research

objective, demographic information serves as the independent variable, while attitudes towards the four English varieties act as the dependent variable.

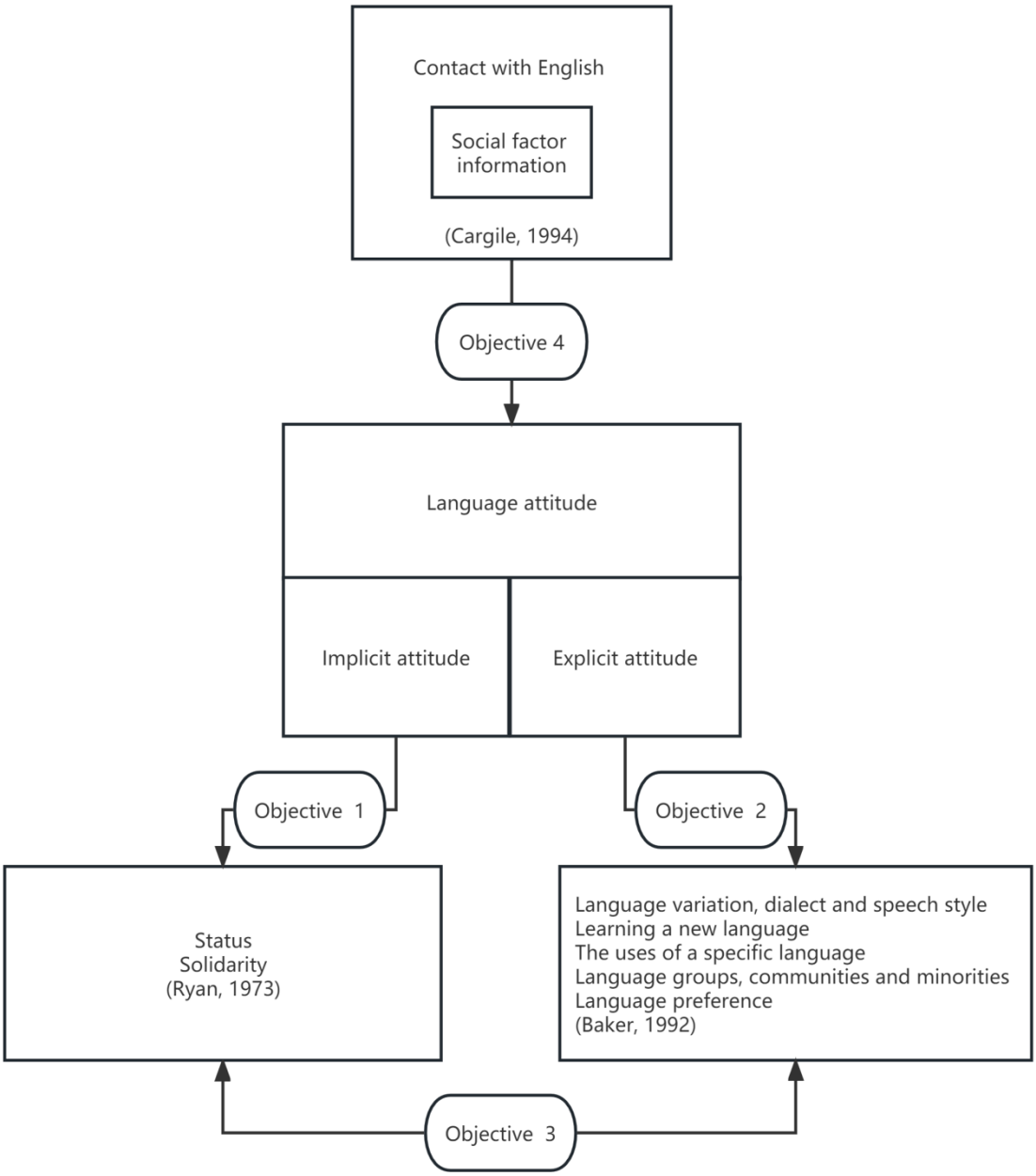


Figure 3.1: Conceptual Framework of Study

3.3 Participants

The study involved 500 participants who are students in four universities in China. In order to minimize the variables affecting the background of the four cases, universities based in Beijing, Shanghai, Guangzhou and Fuzhou which are the most economically developed cities were selected.

The participants for this study were from BUU (a local comprehensive university managed by Beijing Municipality), SMU (a local comprehensive university managed by Shanghai Municipality), GHC (a local comprehensive university managed by Guangdong Province) and MJU (a local comprehensive university managed by Fujian Province). A total of 572 responses were received, but 72 of them were deleted due to incomplete information. Therefore, 500 responses were finally included in the analysis. The sample size of 500 participants is adequate because according to Cochran's (1977) formula, with a confidence level of 95% and error level of 5%, 385 participants are sufficient.

In Table 3.1, demographic characteristics of gender, age, family yearly income, parents' education level, parents' occupations, self-perceived English proficiency, the dialect region they live in, the university they attend, their major and grade level are presented. Female participants (59.2%) outnumbered male participants (40.8%), aligning with the gender ratio on Chinese university campuses. The participants' ages ranged from 18 to 22 years, and 80% reported a yearly family income of 200,000 RMB or less. For fathers' education, 54% held primary or middle school diplomas, while for mothers' education, 60.6%

had high school or lower qualifications. The most common occupation for fathers was laborer (30.20%), followed by Business Owner/Operator (21.4%) and Manager/Official/Proprietor (20.6%). Similarly, for mothers, laborer was the most common occupation (33.60%), followed by Business Owner/Operator (18.80%) and Manager/Official/Proprietor (16%).

Around 57.40% of participants rated their English proficiency as average, with 21.4% considering it good or fairly good. The number of participants rating their English proficiency as poor or very poor was comparable to those who rated it good or fairly good. Participants reported that they came from Mandarin, Wu, Min, or Cantonese dialect areas, with relatively even distribution ranging from 20% to 30%. The highest number of participants came from GHC (44.60%), followed by BUU and SMU with around 23% each, and 9.8% from MJU. The situation where the number of speakers of Min dialect exceeds the number of students from the Min region might be due to the close geographical and population connections between Fujian and Guangdong provinces, resulting in many students who speak Min dialect studying in Guangdong. Around 56% of students were majoring in Science and Engineering, while 29.40% were majoring in Literature. Participants in arts-related disciplines and other majors were fewer in number. First and second-year students comprised the majority, accounting for around 90%, while third and fourth-year students constituted only about 10% of the total number of participants in the study.

Table 3.1: Demographic Characteristics of Participants (N=500)

Demographic Characteristics	Category	Frequency	Percentage (%)
Gender (N=500)	Male	204	40.80
Gender (N=500)	Female	296	59.20
Age	18	55	11.00
	19	154	30.80
	20	181	36.20
	21	67	13.40
	22	43	8.60
Family Yearly Income (N=500)	RMB 0-100 thousand	194	38.80
	RMB 101-200 thousand	208	41.60
	RMB 201-400 thousand	50	10.00
	Above 400 thousand RMB	48	9.60
Father's Educational Qualification (N=500)	Primary school or below	63	12.60
	Secondary school	207	41.40
Father's Educational Qualification (N=500)	High school	126	25.20
	University or higher	104	20.80
Mother's Educational Qualification (N=500)	Primary school or below	101	20.20
	Secondary school	202	40.40
	High school	116	23.20
	University or higher	81	16.20
Father's Occupation (N=500)	Not working	30	6.00

Table 3.1 continued

Father's Occupation (N=500)	Professional / Technical	69	13.80
	Manager/Official/Proprietor	103	20.60
	Salesman	3	0.60
Father's Occupation (N=500)	Business Owner / Operator	107	21.40
	Public Servant	25	5.00
	Labourer	151	30.20
	Service Worker	11	2.20
	Retired	1	0.20
Mother's Occupation (N=500)	Not working	69	13.80
	Professional / Technical	56	11.20
	Manager / Official / Proprietor	80	16.00
	Salesman	7	1.40
	Business Owner / Operator	94	18.80
	Public Servant	14	2.80
	Labourer	168	33.60
	Service Worker	10	2.00
	Retired	2	0.40

Table 3.1 continued

Self-reported English Proficiency (N=500)	Pretty good	32	6.40
	Good	75	15.00
Self-reported English Proficiency (N=500)	General	287	57.40
	Bad	69	13.80
	Terrible	37	7.40
Dialect (N=500)	Mandarin dialect area	139	27.80
	Wu dialect area	149	29.80
	Cantonese dialect area	105	21.00
	Min dialect area	107	21.40
University Name (N=500)	BUU	115	23.00
	SMU	113	22.60
	MJU	49	9.80
	GHC	223	44.60
Major (N=500)	Liberal Arts	147	29.40
	Science and Engineering	280	56.00
	Artistic disciplines	49	9.80
	Others	24	4.80
Grades (N=500)	1	260	52.00
	2	188	37.60
	3	33	6.60
	4	19	3.80

3.4 Instruments

3.4.1 VGT

VGT was selected to measure implicit attitudes towards English varieties because VGT is the best method to uncover the underlying reasons for favoring one accent over another (Alenezy, 2015). The use of VGT is based on the mentalist view of attitude. The theory regards attitude as an internal state of preparedness that is not directly observable but can be assessed through introspection of participants (McKenzie, 2010). The difference between matched-guise technique and VGT is that the stimulus speech samples in matched-guise technique are recorded by the same person with different accents, while speech samples in VGT are recorded by different people with different accents. In this study, VGT was used instead of matched-guise technique because it is almost impossible to employ one speaker to provide speech samples of the four varieties under investigation.

3.4.1.1 The Selection of the English Varieties

For the speech samples to use in VGT, BRE, GAE, HKE and CME were selected. These varieties have been chosen for they represent the IC, EC and OC of Kachru's (1992) three concentric circles respectively. BRE and GAE belong to IC variety, CME belongs to EC variety and HKE belongs to OC variety (Kachru, 1992, p. 356; Zhang, 2010) .

There are other reasons for choosing these four varieties. BRE and GAE are chosen because they are the favourite varieties of Chinese students and the major varieties used in textbooks (He & Li, 2009; Pan, 2015; Xu, 2013). In previous studies conducted on students in Mainland China, these two varieties have been evaluated as the most prestigious varieties

by Chinese learners (Gao & Lin, 2008; Liu & Deng, 2013; Zhang & Hu, 2008). In addition, they are selected as the evaluated varieties in the study of language attitude in various contexts (as shown in the literature review in Chapter 2).

HKE refers to the English used by HK people. HKE reflects the characteristics of Cantonese at the phonetic, grammatical, lexical grammatical and conversational levels (Gisborne, 2009; Edwards, 2015; Hung, 2000). Research on HKE among HK people have found that native exonormative varieties are more highly evaluated, and HKE accent often gets negative evaluation compared with BRE and GAE (Long & Chan, 2016; Luk, 1998; Zhang, 2013). However, the research objects of these studies are all HK people. It is necessary to understand the evaluation of HKE accent by Chinese mainlanders because there are mixed reactions to HK being a part of China and yet having some different systems of rule. Therefore, this study also covers HKE to give some enlightenment to Chinese people's views on HK people's identity, expressed through their language attitudes.

The inclusion of CME is to explore Chinese university students' attitudes towards their own variety which is negatively evaluated. Recent studies have shown that although the native speaker norm is still highly respected, the local English variety in China has gained more support (Hu, 2005) and been viewed increasingly positively (Pan et al., 2021). In this study, CME is included in the investigation, which will enlighten whether this positive trend will continue, and then be helpful to understand the identity construction of Chinese university students. Furthermore, past studies in China on CME employed questionnaires (e.g., Hu, 2005; Pan et al., 2021) which are subject to social desirability bias. By using both

questionnaires and VGT, it is possible to find out whether implicit attitudes towards CME are as positive as those reported in past studies.

3.4.1.2 The Selection of the Recorded Speech Samples

This section begins with a justification for using speech samples of BRE, GAE, CME and HKE speakers to use in the VGT to measure implicit attitudes. Language attitudes are a function of social categorization processes (Ryan, 1983). Accent variation is systematically linked to social variation; as a result, accents become cues to speakers' social identities (e.g., nationality) (Lippi-Green, 2012). Once a speaker is categorized, stereotypes associated with the salient social category automatically become activated and influence listeners' evaluations of speakers (Dragojevic & Goatley-Soan, 2022). In the VGT, stereotypes of the speech community from which the speakers originate are placed in the bipolar semantic scale.

The speech samples used in the study were recorded in four varieties mentioned above. Each variety consists of a male and a female voice, giving rise to a total of eight recordings. The two BRE variety stimulus samples were recorded by people from England, because the BRE accent used in this study is the Received Pronunciation, spoken by speakers who live in, or originate from, the south-east of England (Roach, 2004). The male recorder was born in Guildford, grew up in Harrogate, aged 22, and was a third-year undergraduate majoring in English Language and Linguistics at York University. The female recorder who born and raised in Newcastle is a master's student majoring in Applied linguistics and Teaching English to Speakers of Other Languages.

For the recorders of GAE variety, the male recorder was born and raised in New York, graduated from Harvard University and is now the CEO of a company. The female recorder was born and raised in Ohio, who majored in TESOL and now is a native English teacher in Shandong normal University, China. Both speakers were told to record the speech samples in GAE.

The speech samples of HKE varieties were recorded by two undergraduate students from HK Baptist University. The female recorder majors in history and the male majors in business administration. Both of them were born and raised in HK. Their mother tongue is Cantonese, and English is used as a second language in the educational environment. The speech samples used in this study belong to HK educated accent, that is, the accent of speakers who are moving towards the exonormativity of a native-speaker accent (Zhang, 2013) – as opposed to HK broad accent which was used by speakers who have a lower proficiency of English with a high frequency of HKE features. This characterization is based on Bolton and Kwok (1990) and Poon (2007) who identified two varieties of HKE.

The speakers of the CME variety in the study were born and grew up in Shandong Province. The Chinese dialect in this area belongs to Mandarin dialect, so their Mandarin pronunciation is very standard, which also ensures that their English accent is CME. The female recorder is a master student majoring in English teaching, and the male is a senior student majoring in English.

The duration of the eight recordings is about one minute. In order to ensure the recording quality, the eight recordings are edited to the same volume and background noise value by using the audio editing software.

3.4.1.3 The Content Source of Speech Samples

Since VGT uses different speakers to provide spontaneous speech samples of the investigated language varieties, in order to ensure the naturalness of the recording, the recorder is required to describe the picture content shown in Figure 3.2 in their own words for about one minute. This figure is adapted from Cambridge IELTS Academic Volume 8, test 2, section 2, published by Cambridge University Press. The recorders were told that this was a study of Chinese university students' attitude towards English. They were asked to imagine themselves as museum curators and describe the museum facilities in numerical order. They were also told the type of accent they should use. The recordings of each speaker were transcribed into text using software (c.f. Appendix A).

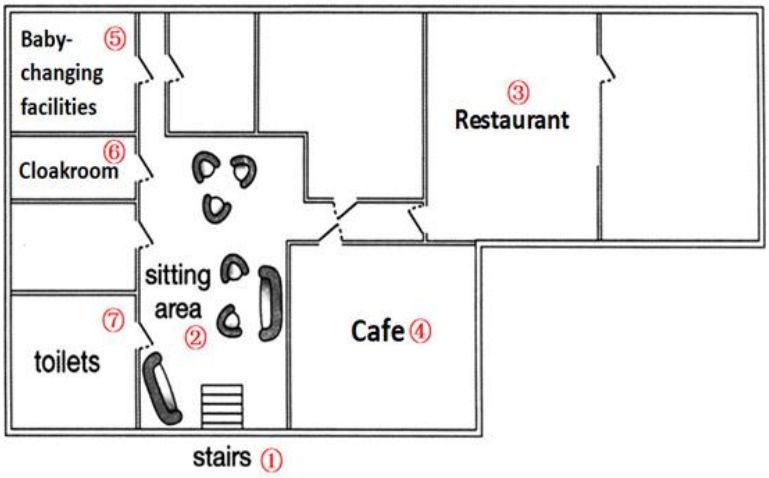


Figure 3.2: A Plan of the Museum's Underground Facilities for Speakers to Describe

3.4.1.4 The Semantic Differential Scale in VGT

At the beginning of the bipolar semantic scale (c.f. part 1 of Appendices B and C), there is an instruction that tells participants that they will hear eight people describe the plan of museum facilities. They are asked to listen to the recordings and rate each speaker on different traits. There are 16 sets of bipolar traits in the bipolar semantic scale. The traits used in the bipolar semantic scale in this study are selected from previous studies to reflect both status and solidarity values. Table 3.2 shows the references of personality traits used in this study. These dimensions of "status" and "solidarity" , which often used in the study of implicit language attitudes, are roughly equivalent to the now familiar sociolinguistic distinction between explicit and implicit prestige (Bayard, 1991). This measurement of language attitude is based on people's belief that language and speakers are closely related (Dragojevic et al., 2021). Language is not only a means of communication, but also a symbol of group loyalty and social prestige, and researchers have determined the values and motivations embodied in language attitudes, and created different attitude dimensions (Hidalgo, 1986).

Table 3.2: Personality Traits and their References in VGT of the Study

Status	Reference	Solidarity	Reference
Intelligent	Cavallaro & Chin (2009); Chan (2016); Creber & Giles (1983); He & Li (2009); He & Zhang (2010)	Traditional / Modern	Evans (2010); Rindal (2014)
Confident	He & Zhang (2010); He & Li (2009); McKenzie (2006); Carrie (2017); Cavallaro & Chin (2009); Creber & Giles (1983); Magro (2016)	Trustworthy	He & Zhang (2010); He & Li (2009); Creber & Giles (1983); Cavallaro & Chin (2009); Loureiro-Rodriguez et al. (2013)

Table 3.2 continued

Hardworking	Cavallaro & Chin (2009); Creber & Giles (1983); Loureiro-Rodriguez et al. (2013)	Friendly	Cavallaro & Chin (2009); Chan (2016); Creber & Giles (1983); He & Li (2009); He & Zhang (2010)
Well-educated	He & Zhang (2010); He & Li (2009); Chan (2016);	Honest	Chan (2016); Dalton-Puffer et al. (1997);
Well-educated	Dalton-Puffer et al. (1997); Creber & Giles (1983); Loureiro-Rodriguez et al. (2013)	Honest	Cavallaro & Chin (2009)

Table 3.2 continued

Competent	He & Zhang (2010); He & Li (2009); El-Dash & Busnardo (2001)	Kind	Chan (2016); Dalton-Puffer et al. (1997); Carrie (2017); Cavallaro & Chin (2009); Loureiro-Rodriguez et al. (2013)
Fluent	McKenzie (2006); Cavallaro & Chin (2009)	Gentle	McKenzie (2006); Carrie (2017)
Ambitious	Dalton-Puffer et al. (1997); Cavallaro & Chin (2009); Loureiro-Rodriguez et al. (2013)	Humble	Echeverria (2008); Zhang (2010); Biliotti & Calamai, (2010)
		Likeable	Dalton-Puffer et al. (1997); Cavallaro & Chin (2009)
		Sense of humor	Dalton-Puffer et al. (1997); Magro (2016); Loureiro-Rodriguez et al. (2013)

The six-point bipolar rating scale was selected in this study. Language attitude researchers are faced with a decision: whether to use an odd scale, which allows a neutral point, or use even points, thus forcing participants to make positive or negative ratings (Tresch et al., 2003). The decision to choose a six-point scale for the bipolar rating scale is to ensure consistency with the six-point Likert scale in the questionnaire to facilitate more intuitive observation and comparison of measurement results. Furthermore, the use of six points is consistent with Jenkins's (2009, p. 152) statement on the bipolar semantic scale: the use of even numbers in the semantic difference scale will indirectly "force participants to make positive or negative comments on each accent and prevent them from taking a neutral position".

3.4.2 Questionnaire

Another instrument used in the study is a closed-ended questionnaire (c.f. part 2 of Appendices B and C). Questionnaire was selected to measure explicit attitudes towards English varieties for several reasons. Firstly, questionnaires are easy to distribute and collect, which means that data can be gathered from a large number of people in a relatively short period of time (Garrett et al. 2003, p. 33). Secondly, since the questionnaire is a relatively uniform procedure, the data collected through the questionnaire is easier to compare and analyse (Romaine, 1995). The third advantage of using the questionnaire is that the participants are not limited by the distance, which is especially suitable for studies on different communities (Vandermeeren, 1996).

The attitudes to English varieties questionnaire was based on Baker (1992), who divides language attitudes into eight categories (pp. 29–30). This study only focused on the first six categories. This is because English is not a minority language in China and students' parents were not participants in this study. In the questionnaire, in order to reduce the burden of participants, language lesson and learning a new language are combined into one part. Therefore, the questionnaire has five sections.

The development of the questionnaire has undergone two modifications from the initial preparation to the final version after the two pilot studies. The initial version of the questionnaire was divided into two sections:

Section A: Attitudes towards English language; and

Section B: Attitudes towards varieties of English.

The questionnaire has 73 items in total. Section A contains 34 items; Section B contains 39 projects. Some of these items are directly selected from the previous research, some items have been adjusted on the basis of the previous research in combination with the actual situation of this study, and a few projects are newly compiled (Appendix B).

For the final version of the questionnaire, reference is made to Baker's (1992) classification of language attitudes. The items were regrouped and the language expression for each item was re-confirmed. Double negative expression was avoided by paraphrasing. In order to facilitate the comparison with VGT data, the final version added an additional part on Attitudes towards English Speakers comprising 64 items (16 items for each of the

four varieties to mirror the semantic scale used in the VGT). These are Sections A, B, C, and D. Therefore, the final questionnaire is divided into eight sections, including 123 items:

Section A: Attitudes towards British English Speakers (16 items);

Section B: Attitudes towards American English Speakers (16 items);

Section C: Attitudes towards Hong Kong English Speakers (16 items);

Section D: Attitudes towards China mainland English Speakers (16 items);

Section E: Attitudes towards English Varieties (20 items);

Section F: Attitudes towards Learning English (11 items);

Section G: Uses of English (8 items);

Section H: English and I (20 items)

Section A/B/C/D all belong to the category of attitude towards language groups in Baker (1992). In order to improve the reliability of answers, they are divided into four categories according to the type of speakers, which are placed after other parts of the questionnaire.

Participants were asked to rate each statement according to their level of agreement: 1=completely disagree; 2=disagree; 3=somewhat disagree; 4=somewhat agree; 5=agree; 6=completely agree, except Section D item 20. Item 20 in Section D does not ask for the participants' agreement level but asks them to choose one from the three options: a) Chinese

English; b) China English; c) Either Chinese English or China English because they are the same to me.

One of the reasons for using the six-point Likert scale in the questionnaire is to avoid the appearance of neutral options. Oppenheim (1992) stated that the midpoint between the scores of the two extreme scales is unnecessary, because it is uncertain whether the score in the middle area may be due to the participants' lukewarm reaction, lack of knowledge or lack of attitude (leading to many "uncertain" reactions), or to balance too many strong positive and negative reactions to other items. In addition, it is difficult to explain the meaning of these neutral points (p. 200).

The questionnaire was in Chinese for ease of comprehension of the university students. The reliability and validity of instruments were ensured by two means. All the VGT bipolar semantic scale items and questionnaire items were examined by three experienced professors to validate all the items are measuring English the language and English varieties. Two pilot studies were conducted before the actual study implementation to further assess the reliability and validity of the research instruments. The Cronbach's coefficient for the two pilot studies were 0.88 and 0.98, indicating strong internal consistency of the items.

3.4.3 Sociodemographic Information

After completing the questionnaire items but before submission, participants provided their demographic information (c.f. part 3 of Appendices C and D). This information included gender, age, family yearly income, parents' education level, parents'

occupations, self-perceived English proficiency, the dialect region they live in and the university they attend. Additionally, details about their major and grade level were also elicited. Age and university names were self-reported by the students, while other information had predefined options for students to select from. The purpose of collecting information about demographic background of participants is to investigate whether these variables affect people's attitudes towards the investigated English varieties so as to address the fourth objective of this study.

3.5 Data Collection Procedures

3.5.1 Pilot Study

Before the actual study, two pilot studies were conducted to test the research instruments. Two pilot studies were needed to ensure reliability and validity of the instruments.

3.5.2 The First Pilot Study

The first pilot study was conducted in April 2021 in a private university located in central Shandong Province. Thirty English Majors (16 female and 14 male) including freshmen, sophomores and juniors with ranging in age from 19 to 21 participated in the study in the classroom during their spare time. The language of the first pilot study is in English. The process of pilot study is as follows:

i. After 30 participants arrived at the classroom, the researcher thanked all the students present. Then a Wechat group was established to facilitate the

distribution of online questionnaire links to each participant. Participants were told that this was an "English" topic survey related to academic research. They were told that there were no right or wrong answers to the questions. The answers they gave in the questionnaire would remain anonymous.

ii. Next, the participants were told that they would hear two speech recordings depicting the plan of a museum's underground facilities and asked to rate each speaker on 16 personality characteristics in a seven-point bipolar semantic scale. Then, the first piece of audio recording by a HK female was played to the participants through the classroom speakers. After confirming that all the informants had completed the filling, the male HK male recording was played.

iii. Thirdly, the participants were asked to fill out a questionnaire with 71 items, which was divided into two parts: attitude towards English the language and towards English varieties on the five-point Likert scale. They provided their demographic information in the last part of the questionnaire, including their age, major, gender, family yearly income, parents' highest educational qualification.

iv. After completing the pilot questionnaire, the participants were encouraged to share their feedback on the research design through Wechat.

3.5.3 Modifications Based on Feedback of the First Pilot Study

According to participants' feedback and researchers' observation during the pilot study. The first pilot study showed that the following revisions were needed for the bipolar semantic scale and Likert scale as follows:

i. Some words in the English questionnaire were difficult to understand, and it took time for the pilot study participants to read the items, so the bipolar semantic scale and Likert scale were translated into Chinese.

ii. There was not enough time to evaluate all personality characteristics when each recording was played once. Accordingly, each recording should be played twice.

iii. There were too few comparable items in the bipolar scale and Likert scale, which is not conducive to achieving the third objective "to compare/contrast their implicit and explicit attitudes to identify dimensions of language attitudes that differ in the participants' evaluative judgement". Therefore, one section of "attitudes towards X English variety speakers" was added to the questionnaire, and the items were reorganized into five sections according to Baker's (1992) classification of language attitudes.

iv. According to the number of items in each part of the questionnaire, the minimum answer time ranging from 30 seconds to 120 seconds was set to prevent participants from arbitrarily filling in the questionnaires and submitting them too early.

3.5.4 The Second Pilot Study

The revised instruments were pilot tested a second time. The second pilot study was conducted in the same university in April 2022. The participants are 96 English major undergraduates (17 male, 79 female) enrolled in September 2021, which is different from the participants in the first pilot study. This pilot study was conducted by the researcher's

colleague in an English listening class. The implementer of the pilot study received the instructions containing the detailed research process in advance. The procedures of the second pilot study are as follows:

i. The participants were informed that this experiment was only for scientific research and would not be used for other purposes. The questionnaire was anonymous and personal information would not be disclosed.
ii. The participants were told that they would hear eight English speech samples recorded by eight people, which were all introductions to the underground facilities of a museum. Each recording would be played twice continuously, and they would have 30 seconds to answer the questions after each recording.
iii. After scoring the eight speakers, participants were told to answer the questionnaire and fill in their personal information. After that, the implementer and participants communicated on the design of bipolar semantic scale and Likert scale.

According to the feedback of participants and the implementer, the following changes were made to the VGT materials and the questionnaire:

i. The neutral option in the five-point Likert scale would interfere with the participants' positive or negative responses, so it was changed to a six-point scale. In order to directly compare the results of the bipolar semantic scale and the Likert scale without increasing the burden on the participants, the bipolar semantic scale

was also modified to a six-point scale (1=completely disagree; 2=disagree; 3=somewhat disagree; 4=somewhat agree; 5=agree; 6=completely agree).

ii. There are 64 items in Section C of "attitudes towards X English variety speakers" in the questionnaire. In order to prevent students from simply answering questions, the 64 items were divided into four sections according to English varieties, which are placed after section A/B/D/E respectively.

iii. Two additional questions were put in the section on demographic information, namely, English proficiency and parents' occupations.

The improved scale was found to be reasonable in the following aspects and is suitable to be used as an investigation instrument in this study.

i. The Chinese version of the scales was considered suitable for Chinese participants.

ii. Group administration was applicable to the data collection of this study. It is logically reasonable to investigate the implicit attitude of participants first and then the explicit attitude. The research procedures in the instruction were appropriate. The content of each item was very clear and easy to understand.

iii. The 16 personality traits selected were considered to be suitable for evaluating the speaker's accent characteristics. The quality and length of the eight speech recordings are equivalent, and the accent of these can represent the accent characteristics of the investigated English varieties.

iv. The Cronbach's alpha calculated from the data of the second pilot study is 0.982, which indicates the internal consistency reliability for the scales were very high.

3.5.5 The Actual Study

The participants were recruited via the researcher's academic contacts in each university. The four implementers were all lecturers from each of these four universities. Before the start of the study, they joined an online session to train them how to carry out the study, so as to ensure that the research of the four universities was carried out according to the same procedures. Participants at GHC were recruited by their English teacher. They completed the questionnaire in their English classes on 29th August 2022. Participants at the other three universities were recruited by their English teachers. They completed the questionnaire in classrooms during their free time. Participants at BUU completed the questionnaire on 2nd September, participants from SUM and MJU completed the questionnaire on September 5th and 7th respectively. All participants were informed that this was an academic study, participation in this study was completely voluntary, and all participants would receive a gift. Before the participants began to answer the questions, the implementers told them the general procedures for completing the questionnaire. After completion, the participants were told that the purpose of the study was to investigate people's attitudes towards different English varieties. The recording was played uniformly through the speakers in the classroom. All participants received the link to fill in the questionnaire and answered the questions on their mobile phones. Participants from all four universities submitted the questionnaire in 30-60 minutes.

3.6 Data Analysis Procedures

The data obtained through the questionnaire were analysed using SPSS 20.0 statistical analysis software.

Firstly, for the data retrieved from VGT, the mean values of the scores of the eight speakers in VGT on the 16 characteristics, the mean values of the scores on the two dimensions of solidarity and status were calculated. The total mean values of the scores of the four English varieties on the two dimensions were next calculated to obtain the ranking of the ratings of the four varieties by Chinese university students. One way ANOVA was used to test the significance of differences for the scores of the four varieties on the 16 characteristics, the overall scores of the four varieties, the scores of male and female speakers.

Secondly, the same method was used to analyse 64 items in the Section A, B, C, D on attitudes towards speakers of four English varieties of the questionnaire. The number of factors of Section E, F, G and H was explored using Principal Component Analysis, and the mean score of each item was calculated. Before proceeding with PCA, it is crucial to assess the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity to ascertain the suitability of factor analysis for the gathered data. Typically, a high value (around 1.0) suggests that factor analysis is applicable to the data. Conversely, a low value (i.e., less than 0.5) indicates that the results of the factor analysis would not yield significant insights. To provide the most informative factor explanation in the data, the Maximum Variance Method was selected, and the absolute value of the suppression small

coefficient was set to 0.4 to run the PCA. Items with values less than 0.4 are excluded from the analysis.

Thirdly, Independent sample t-tests were run to compare whether the implicit attitude measured by VGT was significantly different from the explicit attitude measured by sections B, D, F, H. Pearson correlation coefficient was used to analyse the correlation between implicit attitude and explicit attitude.

Finally, the independent samples t-test analysis was used to compare whether there was a significant difference by gender. One way ANOVA was conducted to test whether there were significant differences by other social variables which had more than two categories.

3.7 Limitations of the Study

The study is accompanied by a few limitations. Firstly, the participants in this study were university students recruited from four specific cities, but the findings can be applied to similar settings. However, due to the focus on the university student population, the generalizability of the findings to other populations is limited.

Secondly, an extrapolation cannot be made to language attitudes in general as the present study focused only on four English varieties, namely GAE, BRE, HKE, and CME. Other English variations spoken in the Expanding Circle, such as Indian English, Nigerian English, or Singaporean English, were not included. Future research could compare

evaluative ratings of these non-standard English varieties to gain a more comprehensive understanding of language attitudes.

Thirdly, it is possible that the participants' personal experiences or familiarity with the four English varieties may have influenced their perceptions and evaluations. It would be beneficial for future researchers to collect background information from participants to determine if exposure to these varieties impacts their evaluative ratings.

Finally, the study relied on self-reported English proficiency levels, which may be subject to individual perspectives. Future researchers could consider using objective measures such as English proficiency test scores or grades to assess English proficiency. Additionally, investigating the influence of English proficiency on language attitudes could be a valuable area for future research, as respondents who are not proficient in native English varieties may have different reactions compared to those who are proficient.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 Chapter Overview

Chapter 4 describes the results from analysis of VGT and questionnaire data. The first section reports the VGT results on the implicit attitudes of Chinese university students towards English varieties (Section 4.2). The second section reports the questionnaire results on Chinese university students' explicit attitudes towards English the language and English varieties (Section 4.3). The third section provides a comparison of the VGT and questionnaire results (Section 4.4). The fourth section reports the results on the influence of demographic factors on implicit and explicit attitudes of Chinese university students are described (Section 4.5). Finally, the results are discussed in relation to related findings (Section 4.6).

4.2 Chinese University Students' Implicit Attitudes towards Varieties of English

Attitudes towards four English varieties are studied, encompassing CME, HKE and the two IC varieties as people in China are exposed to and use both GAE and BRE to different extents. To evaluate Chinese university students' implicit attitudes, mean evaluations and standard deviations for status and solidarity for each of the four English varieties were calculated (Table 4.1). In order to evaluate the statistical significance of the difference in the mean scores of 16 traits, analysis of variance (ANOVA) tests were subsequently performed.

The results showed that there were no significant differences in the participants' perceptions of the four English varieties ($p>.05$) for the 12 traits of intelligent, well-educated, fluent, ambitious, traditional, trustworthy, friendly, honest, kind, gentle, humble and likeable. It suggests that participants perceived BRE, GAE, HKE, and CME speakers as equally intelligent, well-educated, fluent, ambitious, traditional, trustworthy, friendly, honest, kind, gentle, humble and likeable. However, there were significant differences in the participants' perceptions for four traits: confident, hardworking, competent and having a sense of humor ($p<.05$). It means that participants perceived differences in the confidence, hardworking, competence, and sense of humor among BRE, GAE, HKE, and CME speakers. Post-hoc least significant difference (LSD) tests were performed to find the exact differences in participants' attitudes. It revealed that CME speakers were considered more confident than speakers of the other three English varieties ($F=4.283$, $p=0.005$), CME speakers were evaluated as more hardworking than BRE and HKE speakers ($F=2.804$, $p=0.039$). In addition, CME and GAE speakers were seen as more competent than HKE speakers ($F=2.851$, $p=0.036$). Finally, speakers of CME were seen as having a better sense of humor than BRE speakers ($F=3.538$, $p=0.014$). Overall, the perceptions of CME speakers were more positive than speakers of the other three English varieties on all these four traits. GAE ranked second. The BRE speakers were rated as the least confident ($M=4.28$) and had the least sense of humor ($M=4.03$), while the HKE speakers were perceived as the least hardworking ($M=4.23$) and least competent ($M=4.25$).

Table 4.1: Implicit Evaluations of the Four English Varieties on Status and Solidarity (N=500)

Dimensions	Traits	Varieties							
		BRE		GAE		HKE		CME	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Status	Intelligent	4.38	1.10	4.46	1.06	4.33	1.12	4.48	1.05
	Confident**	4.28	1.08	4.35	1.07	4.31	1.09	4.50	1.03
	Hardworking*	4.28	1.12	4.35	1.10	4.23	1.15	4.43	1.06
	Well educated	4.43	1.04	4.42	1.05	4.30	1.08	4.44	1.02
	Competent*	4.33	1.12	4.39	1.05	4.25	1.10	4.44	1.01
	Fluent	4.32	1.11	4.34	1.09	4.32	1.08	4.46	1.06
	Ambitious	4.26	1.15	4.33	1.08	4.22	1.14	4.40	1.05
	Total	4.33		4.38		4.28		4.45	
Solidarity	Modern	4.19	1.10	4.30	1.08	4.28	1.10	4.36	1.09
	Trustworthy	4.31	1.12	4.35	1.07	4.24	1.12	4.43	1.04
	Friendly	4.43	1.10	4.42	1.04	4.35	1.11	4.42	1.05
	Honest	4.40	1.13	4.39	1.08	4.31	1.12	4.45	1.05
	Kind	4.45	1.12	4.43	1.05	4.36	1.09	4.44	1.05
	Gentle	4.42	1.11	4.45	1.05	4.36	1.09	4.45	1.05
	Humble	4.34	1.09	4.39	1.05	4.30	1.10	4.39	1.06
	likeable	4.24	1.15	4.33	1.08	4.23	1.15	4.38	1.05

Table 4.1 continued

Solidarity	Sense of humor*	4.03	1.21	4.14	1.16	4.16	1.17	4.26	1.10
	Total	4.31		4.36		4.29		4.40	

* $p<.05$ ** $p<.01$

From the descriptive statistics, participants assigned higher scores to CME than to the two IC varieties and the OC variety on the dimensions of status and solidarity, which contradict the past findings (Gao & Lin, 2008; He & Li, 2009; Wang & Wang, 2004). Gao and Lin (2008) found that BRE and GAE were rated by students from three universities in Beijing better than CME on all dimensions of status, affinity, general competence, and athletic ability by VGT. Wang and Wang (2004) and He and Li (2009) both used matched-guise technique to investigate university students' evaluations of English varieties from several regions of China, and they both found that native English was rated more positively than CME on the dimensions of status and solidarity. It is not clear if the use of VGT and matched-guise technique led to the difference or a change in the context because both studies were conducted at least 15 years earlier than the present study.

The new findings of this study may indicate that the current implicit attitudes of Chinese university students toward the English variety have changed compared to more than a decade ago, and their implicit attitudes are moving in the direction of favouring the CME variety. Indeed, since the 1970s researchers have consistently tried to distinguish Chinese English from Chinglish (Xu, 2017), and the highest rating CME received among the four

varieties can be seen as the result of scholars' efforts to promote the local English variety: CME has shed the stigma of Chinglish. It is also worth noting that the two CME speech samples in this study are highly proficient varieties, and to become a speaker of this variety in China requires a lot of effort, such as receiving professional training, time and cost commitment. It is possible that the positive ratings of CME reflect the participants' desire to acquire this variety, which in turn may reflect their dissatisfaction with their current English accent or proficiency. This appears to be the same as the Flemish participants in Martens (2020), who began to endorse the "mild" non-standard, attesting to the evolution of norms in the minds of the participants.

The results showed that CME received more positive ratings than HKE for three traits: confident, hardworking and competent. Since these three traits are all related to social status, it seems to indicate that HKE is not as well positioned as CME in mainland China. However, even though the HKE accent as an OC variety received the most conservative positive rating overall (M = 4.28), the mean also exceeded the median of 3.5. Hence, it can be said that HKE was also seen as a good variety by Chinese mainland university students. Despite the proposed extradition bill that sparked widespread protests in Hong Kong from the summer of 2019 to the spring of 2020, leading to tension between mainland China and Hong Kong (Cheng et al., 2022), it is evident that language attitudes did not trigger participants' focus on political and social issues. Instead, their attitudes were primarily centered around the language itself.

Interestingly, the results on IC are consistent with past findings obtained using VGT. GAE received higher scores than BRE, which is consistent with the findings of other studies conducted in the Chinese context: Shi (2013); Liu and Deng (2013); Xu and Gao (2014); Zhao and Chen (2008). Shi (2013) used VGT to investigate 146 foreign language teachers' attitudes towards English varieties in three universities in Shenzhen, Guangdong Province. Liu and Deng (2013) used VGT to investigate 291 university students who volunteered at the Shenzhen Universiade to evaluate their responses to five native and non-native English varieties. Xu and Gao (2014) used VGT to investigate the responses of more than 750 university students who volunteered at the Beijing Olympic Games, Shanghai World Expo, Guangzhou Asian Games, and Shenzhen Universiade between 2008 and 2011 to evaluate their responses to native and non-native English varieties. Zhao and Chen (2008) also used VGT to investigate the responses of junior and senior English majors from Guangdong University of Foreign Studies who served as volunteers during the Guangzhou Asian Games. The consistency of the present results with past findings shows stability of implicit attitudes towards IC varieties.

Subsequently, ANOVA was used to test whether the four English varieties were different in the dimensions of status and solidarity. Table 4.2 shows that there were no significant differences between the four varieties in the dimensions of status and solidarity, which indicates that the participants believe that the four varieties have similar status and show similar solidarity to speakers of the four varieties. It implies that the participants hold a relatively egalitarian view towards these English language varieties. They do not attribute

higher or lower social status to speakers of any specific variety, nor do they perceive a stronger sense of group solidarity with speakers of one particular variety. This suggests a level of acceptance and recognition of linguistic diversity, where the participants value and respect different English language varieties equally. This is a new finding because past studies did not perform separate analysis for status and solidarity for four different English varieties. The most number of English varieties studied was by Tévar (2020). Tévar (2020) found that among the eight variants, including BRE, GAE, Australian English, Nigerian English, Indian English, Hispanic English, Russian English, and CME, Chinese university students had the most positive evaluations for BRE, Australian English, and CME.

Table 4.2: ANOVA Results of the Implicit Evaluation on Status and Solidarity of the Four Varieties (N=500)

Dimensions	Varieties (Mean±S.D.)				F□	p□
	BRE (*N*=500)	GAE (*N*=500)	HKE (*N*=500)	CME (*N*=500)		
Status	4.33±1.02	4.38±1.00	4.28±1.03	4.45±0.98	2.431	0.063
Solidarity	4.30±1.03	4.35±1.00	4.28±1.04	4.39±0.99	1.1	0.348
Total	4.32±1.01	4.36±0.99	4.28±1.03	4.42±0.98	1.711	0.163

4.3 Chinese University Students' Explicit Attitudes towards Varieties of English

In this section, the results for Sections A, B, C, and D are presented in subsection 4.3.1, which examine attitudes toward different speakers of English varieties. This corresponds to Baker's (1992) concept of attitudes toward language groups, communities,

and minorities. In subsection 4.3.2, the process and results of PCA analysis for Sections E, F, G, and H of the questionnaire are presented. The PCA results were appropriately merged according to Baker's (1992) classification of explicit attitudes. The analysis of attitudes towards English varieties, attitudes towards learning English, attitudes towards the uses of English, and attitudes towards language preference are presented in subsections 4.3.3 to 4.3.6, respectively.

4.3.1 Explicit Attitudes towards Speakers of BRE, GAE, HKE and CME

To evaluate Chinese university students' explicit attitudes towards speakers of BRE, GAE, HKE and CME, means and standard deviations for status and solidarity for each of the four English varieties were calculated (Table 4.3).

Table 4.3: Explicit Evaluations of the Four English Varieties on Status and Solidarity (N=500)

Dimensions	Traits	Varieties							
		BRE		GAE		HKE		CME	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Status	Intelligent**	3.16	1.42	3.12	1.35	2.91	1.39	3.38	1.46
	Confident**	3.39	1.44	3.18	1.37	2.92	1.38	3.44	1.45
	Hardworking**	3.17	1.38	3.05	1.34	2.90	1.36	3.44	1.45
	Well educated**	3.15	1.42	3.08	1.35	2.91	1.35	3.40	1.46
	Competent**	3.19	1.41	3.08	1.35	2.95	1.35	3.38	1.42
	Fluent**	3.19	1.37	3.03	1.35	2.90	1.34	3.43	1.45
	Ambitious**	3.20	1.37	3.10	1.34	2.92	1.36	3.43	1.45
	Total	3.21		3.09		2.92		3.41	

Table 4.3 continued

Solidarity	Modern**	3.21	1.40	3.08	1.33	2.89	1.35	3.38	1.45
	Trustworthy**	3.5	1.43	3.21	1.38	2.93	1.35	3.42	1.46
	Friendly**	3.15	1.38	3.10	1.36	2.91	1.34	3.35	1.45
	Honest**	3.11	1.38	3.01	1.32	2.86	1.34	3.42	1.45
	Kind**	3.17	1.37	3.06	1.33	2.89	1.36	3.46	1.46
	Gentle**	3.10	1.35	3.06	1.36	2.90	1.36	3.43	1.45
	Humble**	3.14	1.38	3.06	1.33	2.92	1.36	3.48	1.45
	likeable**	3.26	1.39	3.07	1.32	2.94	1.35	3.46	1.46
	Sense of humor**	3.23	1.38	3.11	1.36	2.89	1.34	3.41	1.42
	Total	3.21		3.08		2.90		3.42	

** $p<.01$

One-way ANOVA was then used to examine the differences between participants on the four varieties on the 16 characteristics. The results revealed a main effect for all 16 variables: intelligent F=9.447, p=0.000; confident F=14.224, p=0.000; hardworking F=13.492, p=0.000; well-educated F=10.409, p=0.000; modern F=11.098, p=0.000; trustworthy F=16.683, p=0.000; friendly F=8.768, p=0.000; competent F=8.505, p=0.000; honest F=14.669, p=0.000; kind F=14.669, p=0.000; kind F=15.305, p=0.000; fluent F=13.675, p=0.000; ambitious F=11.967, p=0.000; humble F=14.563, p=0.000; likable F=13.369, p=0.000; humor F=12.672, p=0.000.

Post-hoc LSD tests showed that the different scores between BRE and GAE speaker are highly statistically significant for trustworthy and likeable, with BRE speaker scored

higher than GAE speaker. It means BRE speaker are considered as more trustworthy and likeable than GAE speaker. Since these two traits belong to the solidarity dimension, it can be argued that GAE speakers are regarded as less socially attractive than BRE speakers.

Based on the descriptive data, this study found that BRE speakers scored higher on the status dimension than GAE, although further inferential statistics did not find a significant difference between the two on the status dimension. Therefore, the participants in the study attributed greater solidarity to BRE speakers than GAE speakers but not for status.

The participants rated CME speakers more positively than speakers of IC varieties, probably due to their in-group loyalty. Post-hoc LSD tests also showed that the different scores between CME and the two IC variety speakers are highly statistically significant for 13 traits: intelligent, hardworking, well-educated, friendly, competent, likable, humble, ambitious, gentle, fluent, kind, honest and have sense of humor. It means CME speakers are considered as more intelligent, more hardworking, received better education, friendlier, more competent, more likable, more humble, more ambitious, gentler, more fluent, kinder, more honest and have more sense of humor than BRE and GAE speakers. In addition, CME speakers are considered more confident, modern and trustworthy than GAE speakers. This result suggests that CME speakers were influenced by in-group loyalty when making explicit evaluations, and that this loyalty was reflected not only in the solidarity dimension but also in the status dimension, as participants perceived that CME speakers enjoyed a higher status than the IC variety speakers. Compared to the BRE and GAE speakers, the CME speakers

belonged to the same social group as the participants, so getting this finding is not surprising. HKE speakers scored significantly lower than CME, BRE and GAE speakers on eight characteristics, namely, intelligent, confident, ambitious, modern, trustworthy, friendly, kind and having sense of humor. The scores for hardworking, well-educated, competent, honest, fluent, gentle, humble and likable are significantly lower than those of CME and BRE speakers. This may be because although HK became part of China again after 1997, HK people seem to be defined as an outside group by mainland Chinese students. Based on the results, the participants have not yet extended their in-group membership to include HK people.

Table 4.4 shows ANOVA results of the explicit evaluation on status and solidarity of the four varieties. The results confirmed that different English varieties of the speakers has a significant effect on ratings of status ($F=13.617$, $p=0.000$). Post-hoc LSD tests showed CME speakers were rated significantly higher than BRE, GAE and HKE speakers, BRE speakers were rated significantly higher than HKE speakers. It indicated that participants considered CME speakers have higher social status than the other three English varieties of speakers, BRE speakers have higher social status than HKE speakers.

The results also confirmed the effect of solidarity had significant difference ($F=14.197$, $p=0.000$). Post-hoc LSD tests showed that CME speakers are rated significantly higher than BRE, GAE and HKE speakers, BRE speakers were rated significantly higher than HKE speakers on solidarity. It indicated that participants showed clear in-group

solidarity with CME speakers and they would rather affiliate with BRE speakers than HKE speakers.

Explicit attitudes towards CME were clearly more positive. ANOVA was again run to test for differences in participants' ratings of overall explicit attitudes towards the four varieties. It shows that the data were significantly different on ratings of the four varieties of English ($F = 14.08$, $p = 0.000$). Specifically CME speakers received significantly higher ratings than BRE, GAE, and HKE speakers, and BRE speakers received significantly higher ratings than HKE speaker confirmed by Post-hoc LSD tests. This indicates that participants rated CME speakers the highest explicitly, followed by BRE speakers then GAE speakers, and rated HKE speakers the lowest.

As discussed earlier, participants highly valued the CME speakers out of in-group identification, and they not only showed a high degree of solidarity, but also perceived the CME speaker as having high status. This may be related to the domestic image shaped by authority. China has shaped its image by hosting international mega-events such as the 2008 Beijing Olympics, the 2010 Shanghai World Expo, the 2010 Guangzhou Asian Games, and the 2022 Winter Olympics, for which Chinese university students have shown a strong tendency to associate the positive image of the mega-events with the positive image of the host country (Chen, 2012). China focuses on relying on the media and forms of popular culture to create a unified and stable image of the country. Public media plays a key role in creating a shared sense of nationhood and culture among members of a community (Barr,

2012). By portraying China as a confident, prosperous, and unified nation, a national brand led by a strong national government enhances the identity of the nation in the process.

They rated BRE speakers as having higher social status and solidarity than HKE speakers. Influenced by the traditional norms of native language in China, it is not surprising that participants rated BRE higher than HKE.

Table 4.4: ANOVA Results of the Explicit Evaluation on Status and Solidarity of the Four Varieties (N=500)

Dimensions	Varieties (Mean±S.D.)				F	p
	BRE (N=500)	GAE (N=500)	HKE (N=500)	CME (N=500)		
Status	3.19±1.25	3.08±1.25	2.91±1.27	3.41±1.36	13.617	0.000**
Solidarity	3.22±1.25	3.09±1.25	2.91±1.27	3.42±1.37	14.197	0.000**
Overall	3.21±1.24	3.09±1.24	2.91±1.26	3.42±1.36	14.08	0.000**

** $p<.01$

4.3.2 Principal Components Analysis (PCA)

In order to determine the pattern of explicit attitudes disclosed by the participants through the questionnaire, the statements were analysed using PCA. Sections A, B, C and D for examining attitudes toward different speakers of English varieties, as well as Item 20 of Section E for different types have been deleted. PCA has been conducted for the remaining Sections E, F, G and H. Table 4.5 shows the KMO's value retrieved from the data operation is 0.949, and the Bartlett's test of diversity is. 000, which is significant. Therefore, it

indicates that the scales have good structural validity and the meet the preconditions for PCA.

Table 4.5: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.949
Bartlett's Test of Sphericity	Approx. Chi-Square	23306.375
	Df	1770
	Sig.	0.000

PCA was conducted with cross-loading analysis utilizing the rotated component matrix for each item in the questionnaire to guarantee the validity of each item. Items were deleted for English and I Scale (Item 8), Uses of English Scale (Item 4), Attitudes Towards English Varieties Scale (Item 1, 3, 16), Attitudes Towards Learning English (Item 1, 2, 3, 8, 9, 10). The rotated solution yielded nine factors but factors 7, 8, 9 cannot constitute a factor because each of them contains less than three items, so the corresponding items were deleted (Items 9, 10, 11, 12 in Section H). Hence, six factors were finally retained (see Table 4.6).

Table 4.6: Factor Loadings on Six Principal Components after Varimax Rotation

Component Matrix After Rotation[a]						
Statements	Factor loading coefficient					
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
I think BRE is a high-status variety.	0.748					
I speak English like the British.	0.828					
I would like to sound like a British speaker.	0.613					
I think GAE is a high-status variety.	0.829					

Table 4.6 continued

I speak English like Americans.	0.811					
I would like to sound like an American speaker.	0.74					
I have heard of “World Englishes”.	0.589					
I have heard of “HKE”.	0.573					
I think HKE is a high-status variety.	0.804					
I speak English like Hong Kong people.	0.826					
I would like to sound like a HKE speaker.	0.803					
I learn English because I like it.		0.672				
I think it is easier to get a job if I speak English like native speakers.		0.363				
I am confident in my English pronunciation.		0.688				
Knowing English is an important part of my personal identity.		0.688				
I feel comfortable when using English.		0.77				
I love talking with foreigners in English.		0.73				
I enjoy reading English materials.		0.801				
I enjoy writing in English.		0.761				
I enjoy listening in English.		0.751				
Native speakers of English can easily understand my non-native English accent.		0.611				
Non-native speakers of English can easily understand my non-native		0.531				

Table 4.6 continued

English accent.						
Learning non-native English is acceptable, since English is a tool for communication and understanding is enough.			0.671			
BRE is the major variety of English used in our textbooks.			0.663			
GAE is the major variety of English used in our textbooks.			0.608			
BRE is the best model for Chinese learners of English.			0.678			
Students should learn “China English”.			0.548			
Most Chinese need English to communicate mainly with native English speakers.				0.653		
Most Chinese need English to communicate mainly with non-native English speakers (who are not from Mainland China).				0.7		
English is enjoying a high status in Mainland China.				0.757		
English is a language that is well suited to modern society.				0.749		
English is a language that is good for expressing feelings and emotions.				0.633		

Table 4.6 continued

English is a language that is important to know in order to get far in life.				0.606		
English is a language that is helpful in understanding the culture of foreigners.				0.593		
I have heard of "China English".					0.639	
I speak English like other Chinese in mainland China.					0.695	
I would like to sound like a CME speaker.					0.77	
I think China should have its own variety of English to express ideas specific to Chinese culture.					0.757	
I learn English because I want to pass examinations.						0.604
I learn English because I want to find better jobs.						0.467
I think the Chinese language is superior to English.						0.635
I think Chinese is richer than English in meaning.						0.875
I think Chinese is a more beautiful language than English.						0.833

The six factors accounted for 60.38% of the variance, and this shows high explanatory power of the revised questionnaire. Factor 1 receives appreciable loadings from 11 items. Ten of the 11 items clearly related to an orientation towards IC and OC English Varieties, in areas including status evaluations of BRE, GAE and HKE, self-assessment of

accent, and accent preference for willingness to sound. It seems appropriate to refer to this factor as “Attitudes towards Inner and Outer Circle English Varieties”. Factor 2 receives appreciable loadings from 10 variables, which reflects attitudes towards learning and using English. It also concerns areas English proficiency, identities and motivation for learning English. This factor is labelled “Attitudes towards Learning and Using English”.

Factor 3 consists of five items, which relate to the varieties in textbooks, target learning model and beliefs on learning non-native English. It is labelled “Attitudes towards Learning English Varieties”. Factor 4 receives loadings from seven items that primarily describe perceptions of the function of English in China, which is labelled as “Attitudes towards Functions of English in China”. There are four statements loading in factor 5, which are mainly related to the Chinese accent and the perception of CME. This factor is labelled “Attitudes towards Local English Variety”. Factor 6 receives loadings from five items, which reflect beliefs on Chinese versus English language and also concerns the instrumental value of English. This factor is labelled “Attitudes towards the Status of English”.

These six factors fit well with Baker’s (1992) classifications of language attitude, which were also included in the scope of this study (cf. Chapter 3). Factors 1 and 5 are both attitudes toward language variation, factors 2 and 3 both involve attitudes toward learning the English language or English varieties, factor 4 deals with attitudes toward English uses, and factor 6 corresponds to Baker’s (1992) classification of attitudes toward language preference. The revised questionnaire comprising the six factors can function as a valid measure of attitudes towards English varieties in China, for reference in future studies. Next,

the analysis results of factors 1 and 5 are presented in the same subsection, and the analysis results of factors 2 and 3 are presented in one subsection.

4.3.3 Explicit Attitudes towards English Varieties

Table 4.7 shows participants' explicit attitudes towards IC and OC English varieties. The mean values of all items in this sub-section were between 2.5 and 3.5, indicating that participants were neutral in the evaluation of Inner and Outer varieties under investigation. When answering the statement of "I think X English is a high status variety", more than 60% of the participants disagreed to varying degrees that BRE, GAE and HKE were high-status varieties. One-way ANOVA was run to verify whether there was a difference in the participants' evaluation of the status of these three varieties, and the results showed no significant difference (F=2.923, P=0.054). The results suggest that the participants considered BRE, GAE and HKE to have the same status. Since approximately two-thirds of the participants gave varying degrees of negative ratings, it can be inferred that the participants did not rate the status of the three varieties highly. However, in the response to the statement "I would like to sound like an X speaker", a one-way ANOVA revealed variability in the participants' ratings for all three statement items (F=32.967, p=0.000). Based on the descriptive data analysis, it is clear that the participants would rather speak English like the BRE (M=3.41) than like a GAE (M=3.14) or a HKE speaker (M=2.72). In short, a BRE accent is highly desirable to the university students.

In their responses to "I speak English like X", most participants disagree to varying degrees that they spoke English like a BRE (M=2.82), GAE (M=2.85), or HKE (M=2.75)

speaker, and only nearly one-third agreed to some degree that they spoke English like one of these three varieties.

Table 4.7: Explicit Attitudes towards IC and OC English Varieties (N=500)

Statements	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	6 (%)	Mean	S.D.
1. I would like to sound like a British speaker.	11.6	16.6	19.4	30.8	14.6	7	3.41	1.41
2. I have heard of "HKE".	11.6	19	23	26.2	15	5.2	3.3	1.38
3. I have heard of "World Englishes".	11.8	18.8	21.8	28.4	14.2	5	3.29	1.37
4. I would like to sound like an American speaker.	12.6	20.6	26.2	27.2	8	5.4	3.14	1.33
5. I think BRE is a high-status variety.	14	19.2	28.6	26.2	7.4	4.6	3.08	1.31
6. I think GAE is a	16	22.8	27.4	21.6	8.2	4	2.95	1.33

Table 4.7 continued

high-status variety.								
7. I think HKE is a high-status variety.	17	24.4	27	21	6.8	3.8	2.88	1.32
8. I speak English like Americans.	16.8	25.4	26.8	21.2	6.2	3.6	2.85	1.3
9. I speak English like the British.	17.2	26.4	27.2	19.4	5.6	4.2	2.82	1.31
10. I speak English like Hong Kong people.	19.2	28.2	25.8	16.6	5.6	4.6	2.75	1.34
11. I would like to sound like a HKE speaker.	19.6	27.6	25.8	18.4	5	3.6	2.72	1.3

Table 4.8 shows the explicit attitudes of participants towards the local English variety in China, CME. The mean scores for four of five questions in this section ranged from 3.63 to 3.97, indicating that participants had a mildly positive attitude toward the local variety,

except that they did not want to sound like a CME speaker when speaking English (Item 4, M=3.41). Most participants had heard of China English and believed that China should have its own variety of English to express its unique culture. They also agreed that they spoke English like other mainlanders. When answering the question of which is the best way to refer to the English spoken by participants in China, 280 (56%) of the participants chose Chinese English, 52 (10.4 %) people chose China English, and 168 (33.6 %) people thought that both names were the same. Their perceptions is understandable because in the news media, there is still no consistency in reference to the local English variety in China, unlike other countries like Singapore where the Singaporeans generally refer to the local English variety as Singlish.

Table 4.8: Explicit Attitudes towards Local English Variety in China (N=500)

Statements	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	6 (%)	Mean	S.D.
1. I have heard of "China English".	7.8	8	15.6	29.6	25.6	13.4	3.97	1.41
2. I think China should have its own variety of English to express ideas specific to Chinese culture.	9	12.8	20.2	29.6	17.2	11.2	3.67	1.43
3. I speak English like other Chinese in mainland China.	9.2	11	21.6	31.8	18.6	7.8	3.63	1.36
4. I would like to sound like a CME speaker.	9.2	14.6	29.4	28	10.4	8.4	3.41	1.34

4.3.4 Explicit Attitudes towards Learning English/English Varieties

Table 4.9 shows participants' explicit attitudes towards learning English/English Varieties. Eight out of 10 items in this sub-section had mean scores between 3.5 and 4.5, indicating that Chinese students have slightly positive attitude towards learning and using English (Table 4.12). The fact that 74.6% of participants agreed that it is easier to get a job by speaking English like a native speaker is a reflection of the instrumental value of English in China and is also reflected to some extent by the 65.6% of participants who believe that English is an important part of their personal identity, indicating that participants believe that good English proficiency can help them in their future careers. Although more than half (53%) of participants is not confident in their English pronunciation, more than 60% believe their non-native accent is easily understood by native and non-native speakers of English. In terms of using English, more than 60% of participants enjoy talking and listening to English with foreigners, but less than half of them enjoy reading English materials and writing in English, which may reflect the participants' emphasis on the communicative function of English in international interactions, rather than just focusing on reading and writing anymore, two skills that are the focus of English exams in China. It suggests that participants have become aware of the need to become users of English rather than just learners.

Table 4.9: Explicit Attitudes towards Learning English (N=500)

Statements	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	6 (%)	Mean	S.D.
1. I think it is easier to get a job if I speak English like native speakers.	5.2	3.6	16.6	29.4	28.2	7	4.23	1.3
2. Knowing English is an important part of my personal identity.	6.6	8.8	19	32.2	21.6	11.8	3.89	1.35
3. I love talking with foreigners in English.	5.8	10.4	21.8	32.2	20.2	9.6	3.79	1.31
4. Non-native speakers of English can easily understand my non-native English accent.	4.6	8.8	24.8	36.8	16.4	8.6	3.77	1.21
5. I enjoy listening in English.	7.8	12.2	18.8	34.4	17.4	9.4	3.7	1.36
6. Native speakers of English can easily understand my non-native English accent.	4.6	8.8	24.8	36.8	16.4	8.6	3.7	1.24

Table 4.9 continued

7. I feel comfortable when using English.	7.4	10	26.8	31.2	16.2	8.4	3.64	1.31
8. I am confident in my English pronunciation.	7	17.2	28.8	21	15	11	3.53	1.41
9. I enjoy reading English materials.	7.6	15.8	28.8	28.8	11.2	7.8	3.44	1.31
10. I enjoy writing in English.	9.4	21.8	27	24.8	10.2	6.8	3.25	1.34

Table 4.10 showed participants' explicit attitudes towards learning English varieties. Participants were moderately agreeable to item 1 and item 2 in this subgroup and neutral to the remaining items 3, 4 and 5. Specifically, while 63% of the participants agreed that learning non-native English was acceptable, they tended to disagree with learning CME. In fact, significantly more (59.8%) disagreed with learning CME than agreed with learning it (40.2%). This suggests that they are reluctant to accept CME as a teaching model. Regarding the varieties of English used in textbooks, more participants agreed that BRE was the predominant variety in textbooks than GAE, and a paired-samples t-test showed a significant difference between the two (t=-5.632, p=.000). In addition, 54.6% of the participants agreed that BRE is the best model for Chinese people to learn English. These results show again that BRE is the most desired English variety to the university students.

Table 4.10: Explicit Attitudes towards Learning English Varieties (N=500)

Statements	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	6 (%)	Mean	S.D.
1. Learning non-native English is acceptable, since English is a tool for communication and understanding is enough.	7.6	10.2	19.2	34	20.8	8.2	3.75	1.33
2. BRE is the major variety of English used in our textbooks.	8.4	9.8	20.6	34.6	21.2	5.4	3.67	1.29
3. BRE is the best model for Chinese learners of English.	10.8	10	24.6	37	11.8	5.8	3.46	1.3
4. GAE is the major variety of English used in our textbooks.	8.2	16.6	26.2	32.6	12.4	4	3.36	1.24
5. Students should learn “China English”.	11.6	9.6	28.6	26.6	7.8	5.8	3.17	1.32

4.3.5 Explicit Attitudes towards Uses of English in China

Table 4.11 showed explicit attitudes of participants towards uses of English in China. Scores for statements in this section ranged from 3.38 to 4.14, indicating that participants' perceptions of learning English varieties were more mixed, with neutral attitudes toward some statements and mildly positive or positive attitudes toward others. Participants perceive English as a language that helps them understand foreign cultures (Item 1). To them, English is appropriate for modern society (Item 4), and has a high status in mainland China (Item 5). The mean scores for these statements are above 3.5. The instrumental value of English is again recognized, as participants believe that English can take them far in life (Item 2). They believed that most Chinese people use English primarily to communicate with native English speakers (Item 3, M=3.78) rather than non-native speakers (Item 6, M=3.5).

Table 4.11: Explicit Attitudes towards Uses of English in China (N=500)

Statements	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	6 (%)	Mean	S.D.
1. English is a language that is helpful in understanding the culture of foreigners.	6.4	4.8	10.8	36.4	29.2	12.4	4.14	1.28
2. English is a language that is important to know in order to get far in life.	7.8	6.6	16.6	37.6	23	8.4	3.87	1.3
3. Most Chinese need English to communicate mainly with native English speakers.	8.6	9.2	18.6	31.6	23.6	8.4	3.78	1.36
4. English is a language that is well suited to modern society.	9.8	9.4	19.2	38	17.6	6	3.62	1.31
5. English is enjoying a high status in Mainland China.	9.8	12.8	21.4	35	15	6	3.51	1.33

Table 4.11 continued

6. Most Chinese need English to communicate mainly with non-native English speakers (who are not from Mainland China).	9.8	14.8	22	29.2	17.8	6.4	3.5	1.37
7. English is a language that is good for expressing feelings and emotions.	10.4	14.4	25.8	30.6	13.8	5	3.38	1.31

4.3.6 Explicit Attitudes towards English Preference

The participants reported a clear identification with the Chinese language rather than English. Table 4.12 shows scores for statements in this section ranged from 4.29 to 5.02, indicating that participants' attitudes toward English preference were positive. Items 1, 2, 3 stated that Chinese is richer (M=5.02), more beautiful (M=4.99) and superior (M=4.38) to English. The participants scored higher than four for this sub-section, indicating that participants identified more positively with Chinese than with English. In other words, their identity is rooted in the Chinese language, which can be seen as a reflection of the successful cultural and ideological governance of the Chinese authorities (Pan, 2019). In recent years, Chinese authorities have made a concerted effort to promote "cultural confidence" (Chen, 2016). The results of this study suggest that at least at the linguistic and cultural level, Chinese university students' ideas are in line with the authorities' expectations. The instrumental value of English as a cultural capital is reaffirmed by the fact that Chinese university students learn English for the purpose of passing exams (Item 4, M=4.31) and finding better jobs (Item 5, M=4.29). It indicated the participants were eager to pass English-related exams as they believed that English would help them find better jobs. Many English learners in China do not learn English for international exchange, but for social and economic mobility (Xiong & Qian, 2012). These university students may consider English to be important for their future careers and education, but they still consider Chinese to be in a higher position (superior similar to status) and more attractive (richer/ beautiful similar to solidarity), so it can be concluded that for Chinese university students, English does not

pose a threat to Chinese. English is of instrumental value to the Chinese university students but their identity is rooted in being Chinese.

Table 4.12: Explicit Attitudes towards English Preference (N=500)

Statements	1(%)	2(%)	3(%)	4(%)	5(%)	6(%)	Mean	S.D.
1. I think Chinese is richer than English in meaning.	1.2	2.4	7	15.2	31.4	42.8	5.02	1.13
2. I think Chinese is a more beautiful language than English.	1.8	1.6	8.8	14.4	30.4	3	4.99	1.17
3. I think the Chinese language is superior to English.	4.6	8.6	14.4	16.8	28.2	7.4	4.38	1.46
4. I learn English because I want to pass examinations.	4.2	4.8	14	29	29.2	8.8	4.31	1.29
5. I learn English because I want to find better jobs.	5	4	12.2	29.2	5.4	4.2	4.29	1.26

4.4 Comparison of the VGT and Questionnaire Results

This section presents results on the comparison of participants' implicit and explicit attitudes to identify dimensions of language attitudes that differ in the participants' judgement according to the data from VGT and questionnaire. Independent t-test results in Table 4.13 showed that the participants' explicit and implicit attitudes are significantly different for BRE, GAE, HKE and CME.

Table 4.13: Independent Sample T-test Results of Overall Explicit and Implicit Attitudes (N=500)

Variety	Method (Mean±S.D.)		t	p
	VGT(*N*=500)	Questionnaire(*N*=500)		
BRE	4.32±1.01	3.21±1.24	-15.511	0.000**
GAE	4.36±0.99	3.09±1.24	-17.974	0.000**
HKE	4.28±1.03	2.91±1.26	-18.884	0.000**
CME	4.42±0.98	3.42±1.36	-13.369	0.000**

** $p<.01$

To measure whether the differences between the VGT and questionnaire data appeared mainly in the status or solidarity dimension, the independent samples t-test was run again (Table 4.14). The results showed significant differences in the scores of all four varieties on both dimensions. This indicates that the implicit attitudes of the evaluators measured by the VGT, and the explicit attitudes measured by the questionnaire are significantly different in the status dimension, and the implicit attitudes of the evaluators measured by the VGT and the explicit attitudes measured by the questionnaire are

significantly different in the solidarity dimension. In other words, the participants rated the four varieties much more positive implicitly than explicitly in the status and solidarity dimensions. Similarly, CME received the most positive explicit and implicit ratings on both dimensions, HKE received the most negative explicit and implicit ratings, and the two IC varieties received intermediate ratings.

Table 4.14: Independent Sample T-test Results of Explicit and Implicit Attitudes on Status and Solidarity Dimensions (N=500)

Dimension	Variety	Method (Mean±S.D.)		t	p
		VGT (*N*=500)	Questionnaire (*N*=500)		
Status	BRE	4.33±1.02	3.19±1.25	-15.819	0.000**
	GAE	4.38±1.00	3.08±1.25	-18.108	0.000**
	HKE	4.28±1.03	2.91±1.27	-18.794	0.000**
	CME	4.45±0.98	3.41±1.36	-13.8	0.000**
Solidarity	BRE	4.30±1.03	3.22±1.25	-14.939	0.000**
	GAE	4.35±1.00	3.09±1.25	-17.589	0.000**
	HKE	4.28±1.04	2.91±1.27	-18.751	0.000**
	CME	4.39±0.99	3.42±1.37	-12.769	0.000**

** $p<.01$

Figure 4.1 visualizes the pattern of implicit and explicit ratings of the four English varieties by the participants. It is clear the language attitudes data measured using VGT is more positive than that of the questionnaire. Nonetheless, the two measures showed the same evaluative trend. It is noteworthy that CME speakers received the highest scores, HKE speakers received the lowest scores, the IC variety speakers of BRE and GAE received

moderate and fairly close scores in both direct and indirect methods of the present study. The in-group loyalty is reflected in the positive ratings of CME and the reservation towards HKE is also obvious in the different sets of results.

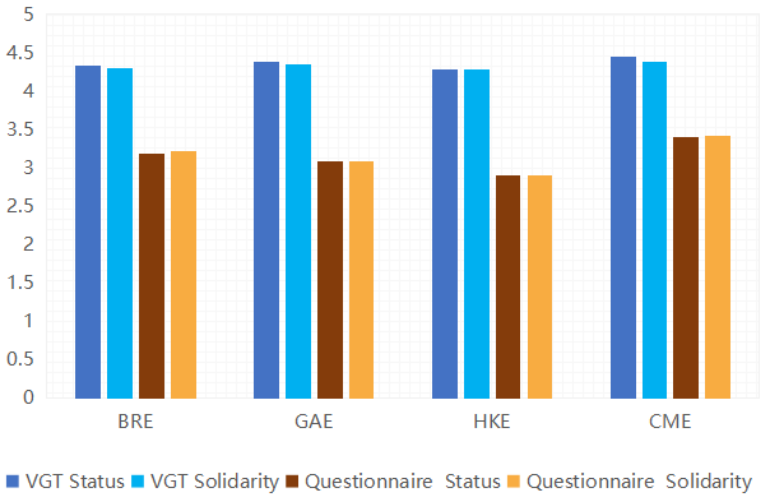


Figure 4.1: Comparison of Status and Solidarity Dimensions of Language Attitudes Measured using VGT and Questionnaire (N=500)

Although the implicit and explicit attitudes of Chinese university students toward the four varieties show the same trend from, the correlation is weak. Pearson's coefficients were used to assess the correlation between status and solidarity in VGT and questionnaire respectively. Table 4.19 shows that there is a correlation between status in the VGT results and the questionnaire results (r=0.203). There is also a correlation between solidarity in the VGT results and the questionnaire results (r=0.208). In both relationships, the correlation is weak. This shows that the participants may have slightly different implicit and explicit attitudes towards status and solidarity dimensions of the four English varieties, and this is revealed because the present study employed the same items for VGT and questionnaire.

Next, the results are reported for the respective measures. Table 4.15 shows that the correlation coefficient value between status and solidarity in VGT is 0.986 ($p<.01$). There is a significant positive correlation between the two variables. The correlation coefficient value between status and solidarity in the questionnaire is 0.988 ($p<.01$). There is a significant positive correlation between the two variables. In other words, if the Chinese university students perceive speakers of a particular English variety as high in solidarity, they will perceive their status as high as well. They do not differentiate based on status and solidarity dimensions. However, it has to be noted that this conclusion is reached because of the pooling of results for the four varieties. Results reported earlier and reiterated below showed that the Chinese university students evaluated the speakers of the four English varieties differently on the status and solidarity dimensions.

Table 4.15: The Correlation between Status and Solidarity Measures in VGT and Questionnaire (N=500)

Dimensions	Mean	S.D.	VGT Status	VGT Solidarity	Questionnaire Status	Questionnaire Solidarity
VGT Status	4.362	0.938	1			
VGT Solidarity	4.331	0.956	0.986**	1		
Questionnaire Status	3.149	1.124	0.203**	0.200**	1	
Questionnaire Solidarity	3.161	1.129	0.211**	0.208**	0.988**	1

** $p<.01$

The two varieties of BRE and GAE were evaluated differently in the implicit and explicit measures. In the explicit measure, BRE is rated more positively than GAE. Both BRE and GAE obtained higher ratings than HKE and both were lower than CME, but the specific ranking of the two IC varieties differed in the two measurements. Section B of the questionnaire showed that BRE speakers scored higher than GAE speakers on both the status and solidarity dimensions, and BRE speakers were considered more trustworthy and likeable than GAE speakers. BRE is the best model for Chinese learners to learn English, but at the same time a majority of them are not sure if they want to sound like a BRE speaker. This indicates that they do not consider BRE a high-status variety. The participants are clear that they prefer not to sound like a GAE speaker because to them, GAE has a lower status than BRE. However, between the two IC varieties, the Chinese university students have a higher explicit evaluation of BRE than GAE.

However, in the implicit measure, GAE is rated positively, perhaps due to familiarity. The VGT results show that the participants gave more generous assignments to GAE in terms of status and solidarity. It may be because GAE is the accent most frequently encountered and used by Chinese students and because participants had better comprehension of the GAE variety than the BRE (Zhang, 2019). The results suggest that exposure and comprehensibility affect the evaluation of language varieties.

The inconsistent results on implicit and explicit attitudes obtained in the present study concur with past studies. A comparison of the results on explicit and implicit attitudes shows that the Chinese university students gave GAE a slightly but not significantly higher

implicit advantage than BRE overall but gave BRE a more significant explicit advantage. Inconsistent ratings were also found in other studies using indirect and direct measures. Gao and Lin (2010) found a slightly but not significantly higher implicit but more significant explicit advantage for GAE over BRE overall. Chen et al. (2013) also found a more significant implicit rating of participants favouring GAE but holding the same explicit attitudes. A comparison with past studies in China conducted more than a decade ago shows that the moderate advantage of GAE in implicit evaluations is as strong as ever, but its explicit advantage was downgraded in this study. As mentioned earlier, the downgrading of GAE's explicit advantage may have been influenced by the socio-political environment in which the study was conducted. In recent years, Washington has initiated an unprecedented trade war against China, leading to a decoupling trend in Sino-US economic relations. The Taiwan issue has sparked new tensions, and there is an escalating risk of friction between the United States and China in Asian maritime issues, particularly in the South China Sea (Zhao, 2019). These geopolitical factors may have influenced the participants' attitudes and evaluations in this study, leading to the downgrading of GAE's explicit advantage.

Regardless of whether it is the direct or indirect measure, the Chinese university students rated HKE lower than the other three English varieties. For the OC variety HKE, received consistent ratings on both implicit and explicit measures. In the VGT, HKE received the lowest scores on 12 characteristics except for confident, hardworking, modern, and having a sense of humor, as well as the lowest overall ratings, indicating that participants liked HKE the least among the four varieties. When explicitly answering attitudes toward

CME speaker, the participants gave the lowest rating to the HKE speaker on all 16 items. The participants had the least positive attitudes toward HKE in Sections E and G of the questionnaire as well. The Chinese university students had heard of HKE but did not think it was a high or low variety and did not want to sound like HKE. There are clearly negative attitudes towards HKE.

Regardless of whether it is the direct or indirect measure, the Chinese university students rated CME the highest but for some traits, CME speakers are rated lower than speakers of the other three varieties. For local variety CME, when hearing stimuli with different accents, participants rated CME slightly higher on all status dimensions than the two IC varieties and the OC variety, they perceived CME speakers as less kind than BRE speakers, but assigned higher scores to CME speakers on the remaining eight solidarity dimensions. The participants perceived CME speakers as friendly, gentlemanly and humble as GAE speaker. However, they assigned higher scores to CME speakers on the remaining six solidarity dimensions. According to the inferential analysis, CME speakers were rated as more hardworking than BRE and HKE speakers, more competent than HKE speakers, as having a better sense of humor than BRE speakers, and as having more confidence than BRE, GAE and HKE speakers. Although taken together, the CME speakers did not have a clear advantage over the other three accents. When they evaluated CME speakers explicitly, they gave a clear advantage to CME speakers over BRE, GAE and HKE speakers in almost all personality traits indicating status. In terms of solidarity, the participants gave a clear advantage to CME speakers over BRE, GAE and HKE speakers in all traits except that they

considered CME speakers less trustworthy than BRE speakers. Based on inferential statistics, CME speakers scored significantly higher than BRE speakers on 13 characteristics and significantly higher than GAE and HKE speakers on all 16 characteristics. It is clear that these mainland Chinese university students significantly upgraded the local variety of CME when self-reporting their attitudes in Section H of the questionnaire. Participants' ratings of the personality traits of CME speakers in the questionnaire appeared to be much more positive than the non-personality traits rated questionnaire revealed for CME. There is a possibility that when participants rated the personality traits of speakers who spoke a certain accent in the questionnaire, they focused on their "nationalities" or evaluated "communities with different social identities" but not on the "language varieties", so it is understandable that they rated the CME speakers, including themselves, significantly more positively. This indicates their in-group loyalty as well as Chinese social identity, implying that Chinese university students do not experience identity conflict as a result of learning English.

However, the Chinese university students were not enthusiastic about having a distinctive CME. In Section G of the questionnaire, when participants were asked whether China should have its own variety of English and to what extent they agreed to learn CME, more than half of the participants gave negative responses. Although more than two-thirds (68.6%) of the participants agreed that they had heard of CME and they admitted that they spoke English much like other Chinese speakers, they did not seem to be satisfied with it. This suggests a complex and explicit attitude toward CME among Chinese university students. They aspire to speak fluent, authentic, standard English, but want to maintain their

Chinese identity through the Chinese language, and not by having a local variety of English. It supports Fang's (2015) argument that the Chinese students do not want to lose their identity as Chinese, but also wanted to be perceived as a successful learner or user of English from their English accent, as well as wanting to sound like a native speaker.

4.5 Influence of Different Demographic Variables on Language Attitudes

This section reports the results on the influence of participants' social characteristics (gender, age, family yearly income, parental education qualification, parental occupation, self-perceived English level, dialect, major and grade) on explicit and implicit attitudes. Past studies (e.g., Huang & Hashim, 2020; Liu et al., 2016; Wang & Wang, 2004) have shown the influence of some demographic variables on Chinese English learners' language attitudes (namely, gender, age, parental education qualification, self-reported English proficiency, major, grade, and hometown). It is crucial to investigate the other factors that have not been previously studied and these are family yearly income, parental occupation and dialect.

Independent samples t-test and one-way ANOVA were used to test the effects of the independent variables. When ANOVA showed differences, the independent variables that caused the differences were further identified by post hoc LSD tests. For the ANOVA tests and post hoc LSD tests, the independent variables are the social variables, and the dependent variables are the participants' general ratings of the four varieties of English.

4.5.1 Influence of Gender on Participants' Language Attitudes

A string of studies has demonstrated the impact of gender on participants' attitudes toward language varieties (Chan, 2018; Coupland & Bishop, 2007; Lai, 2006; McKenzie, 2010). In the present study, the gender of the participants significantly influenced their implicit and explicit attitudes towards the four English varieties. Table 4.16 shows the t-test effect of gender on Chinese participants' implicit and explicit attitudes towards four varieties of English. For implicit attitude, male and female participants do not differ significantly ($p>.05$) in their evaluation of GAE in the VGT and in their evaluation of BRE in the questionnaire. There was no difference in implicit attitudes toward GAE and no difference in explicit attitudes toward BRE between participants of different genders. In addition, male and female participants differ significantly in their evaluation of BRE ($p<.05$), HKE ($p<.01$) and CME ($p<.05$) in the VGT and in their evaluation of GAE, HKE and CME ($p<.05$) in the questionnaire. The implicit attitudes towards BRE, HKE and CME and the explicit attitudes towards GAE, HKE and CME of male and female participants were substantially different.

Specific analysis revealed that gender had a significant influence on the ratings of BRE in VGT at $p<.05$ ($t=2.508$, $p=0.012$), and the ratings of males (Mean=4.45) were significantly higher than those of females (Mean=4.22). Gender also had a significant influence on the ratings of HKE in the VGT at $p<.01$ ($t=2.859$, $p=0.004$), and the ratings of males (Mean=4.44) were significantly higher than those of females (Mean=4.18). Gender had a significant influence on the evaluation of CME in the VGT at $p<.05$ ($t=1.981$, $p=0.048$), and the ratings of males (Mean=4.52) were significantly higher than those of

females (Mean=4.35). This suggests that in the implicit evaluation, male participants were more generous in assigning points, while female participants were stricter.

For explicit attitude, gender showed a significant influence on the GAE evaluation in the questionnaire at p<.05 (t=2.015, p=0.045), and the scores of males (Mean=3.23) were significantly higher than the scores of females (Mean=2.99). It also showed a significant influence on the HKE scores in the questionnaire at p<.05 (t=2.563, p=0.011), and the scores of males (Mean=3.09) were significantly higher than the scores of females (Mean=2.78). Gender also showed a significant influence on the CME scores in the questionnaire at p<.05 (t=2.336, p=0.020), and the scores of males (Mean=3.59) were significantly higher than the scores of females (Mean=3.30).

The male participants gave higher ratings to GAE, HKE and CME in the explicit attitude scale. In explicit evaluation, male participants were more generous in assigning scores, while female participants were stricter.

Table 4.16: T-test Results on Implicit and Explicit Attitudes by Gender (N=500)

Method	Variety	Gender (Mean±S.D.)		t	p
		Male (*N*=204)	Female (*N*=296)		
VGT	BRE	4.45±1.01	4.22±1.01	2.508	0.012*
	GAE	4.45±0.98	4.30±1.00	1.633	0.103
	HKE	4.44±1.00	4.18±1.04	2.859	0.004**
	CME	4.52±0.95	4.35±1.00	1.981	0.048*

Table 4.16 continued

Questionnaire	BRE	3.31±1.35	3.14±1.16	1.514	0.131
	GAE	3.23±1.38	2.99±1.13	2.015	0.045*
	HKE	3.09±1.40	2.78±1.14	2.563	0.011*
	CME	3.59±1.41	3.30±1.31	2.336	0.020*

* $p<.05$ ** $p<.01$

4.5.2 Influence of Age on Participants' Language Attitudes

The age of the participants affected their implicit attitudes, but did not affect their explicit attitudes. Table 4.17 shows the ANOVA results on implicit and explicit attitudes by age. There were no significant differences ($p>.05$) in the ratings on the questionnaire for BRE, GAE, HKE and CME given by participants from different age groups. Age did not have a significant influence on participants' explicit attitudes, measured using a questionnaire. In other words, participants' explicit attitudes towards BRE, GAE, HKE and CME were similar regardless of their age. However, the participants' ratings on BRE, GAE, HKE and CME in VGT were significantly different for different age groups at $p<.05$. Participants' implicit attitudes towards BRE, GAE, HKE and CME differed depending on their age, when measured using VGT.

A post-hoc LSD test revealed that age had a significant effect on participants' implicit evaluations of BRE at $p<.01$ ($F=3.487$, $p=0.008$). The 18-year-old participants have more positive implicit attitudes toward BRE than 19-, 20-, and 22-year-olds. In addition, the

20- and 21-year-olds have more positive implicit attitudes toward BRE than the 22-year-olds. Participants' implicit evaluations on GAE were significantly different for different age groups at $p<.01$ ($F=3.571$, $p=0.007$). The 18-year-old participants have more positive implicit attitudes toward GAE than 19-, 20-, and 22-year-old participants. In addition, the 19-, 20-, and 21-year-old participants have more positive implicit attitudes toward GAE than 22-year-old participants. Age also made a significant difference in the participants' implicit evaluations of HKE at $p<.01$ ($F=4.847$, $p=0.001$). The 18-year-old participants had more positive implicit attitudes toward HKE than other four groups. In addition, the 19-, 20-, 21-year-old participants had more positive implicit attitudes toward HKE than 22-year-old participants. Participants' implicit evaluations on CME were also significantly different by age group at $p<.01$ ($F=4.215$, $p=0.002$). The 18-year-old participants had more positive implicit attitudes toward CME than those in the 19-, 20-, and 22-year-old groups. Furthermore, the study found that participants aged 19, 20, and 21 had more positive implicit attitudes toward CME than those in the 22-year-old group. In general, the younger participants had more positive implicit attitudes towards HKE. Although the age range for the university students in this study was only 18 to 22 years old, the age differences were significant when language attitudes was measured using VGT.

Table 4.17: ANOVA Results on Implicit and Explicit Attitudes by Age (N=500)

Method	Variety	Age (Mean±S.D.)					F	p
		18 (N=55)	19 (N=154)	20 (N=181)	21 (N=67)	22 (N=43)		
VGT	BRE	4.7 ±1.09	4.26 ±1.03	4.31 ±0.98	4.38 ±1.02	3.97 ±0.88	3.487	0.008**
	GAE	4.69 ±1.11	4.33 ±0.97	4.37 ±0.99	4.44 ±0.96	3.94 ±0.86	3.571	0.007**
	HKE	4.68 ±1.10	4.24 ±1.07	4.31 ±0.99	4.31 ±0.98	3.79 ±0.84	4.847	0.001**
	CME	4.72 ±1.11	4.4 ±0.99	4.42 ±0.93	4.51 ±0.97	3.93 ±0.84	4.215	0.002**
Questionnaire	BRE	3.15 ±1.24	3.04 ±1.12	3.32 ±1.33	3.27 ±1.30	3.32 ±1.11	1.245	0.291
	GAE	3.1 ±1.28	2.93 ±1.15	3.16 ±1.29	3.22 ±1.32	3.15 ±1.14	1.001	0.407
	HKE	2.8 ±1.22	2.91 ±1.17	2.89 ±1.31	3.03 ±1.32	2.93 ±1.40	0.253	0.908
	CME	3.61 ±1.41	3.33 ±1.32	3.33 ±1.34	3.71 ±1.39	3.42 ±1.41	1.437	0.22

** $p<.01$

In summary, it can be seen that participants aged 18, 19, 20 and 21 had more positive implicit attitudes towards BRE, GAE, HKE and CME than participants aged 22 towards the four varieties, and participants aged 18 had more positive implicit attitudes towards BRE, GAE, HKE and CME than participants aged 19 and 20 towards the four varieties, although 18 participants' ratings of the four varieties did not reach significance in relation to those of the 21-year-old participants, their mean scores were all higher than the assigned scores of

the 21-year-old participants. Thus, the youngest participants gave the most generous scores to the four English varieties. The oldest participants gave the most conservative scores to the four varieties. The 19-21 year-old participants gave the middle scores. This indicates that 18-year-old participants had the most positive implicit attitudes, 22-year-old participants had the most negative implicit attitudes toward the four English varieties, and 19-21-year-old participants had similar implicit attitudes and were less positive than the 18-year-old participants and less negative than the 22-year-old participants.

It Is obvious that there is a tre”d of’more and more negative implicit attitudes towards English with the increase of age (Figure 4.2). It may be related to the degree of exposure to English. Students who have just entered the university at the age of 18 or 19 often have not yet got rid of the idea of taking exams as a guide in primary and secondary school.

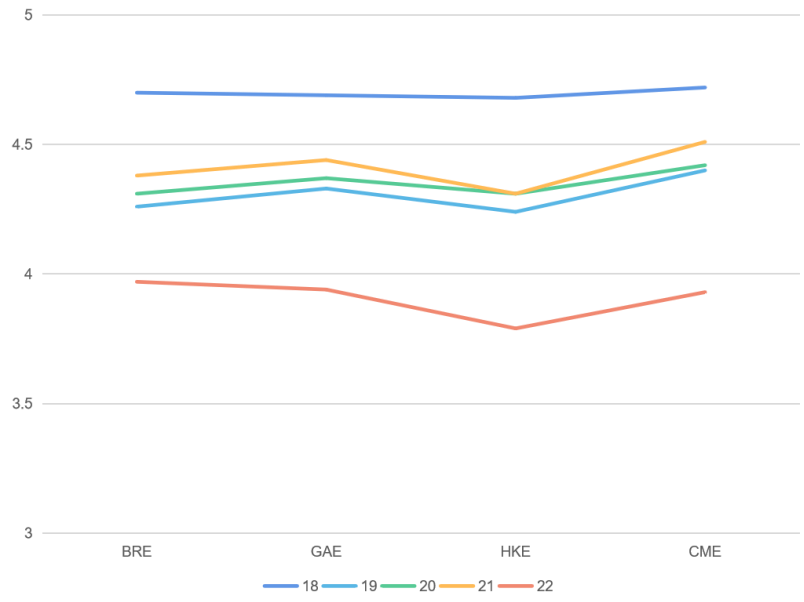


Figure 4.2: Line Graph of Implicit Attitudes towards English Varieties Among Participants of Different Ages (N=500)

When they hear fluent English, they will have visions and adoration. But as they grow older, they begin to view highly proficient speakers of English as ordinary. More researchers in the field of language attitude should pay attention to the impact of age on Chinese university students' English attitudes, so as to gain more insights on the broad influence of sociolinguistics on English teaching and learning.

4.5.3 Influence of Family Yearly Income on Participants' Language Attitudes

Participants' implicit and explicit attitudes towards the four English varieties were not significantly influenced by their socio-economic status, indicated by family yearly income in the present study. ANOVA was run to investigate the variability of family yearly income on the four English varieties on the VGT and questionnaire scores. Table 4.18 shows that there were no significant differences on the scores of BRE, GAE, HKE and CME on the VGT and questionnaire for participants with different family yearly income ($p>.05$). In other words, participants' implicit and explicit attitudes towards BRE, GAE, HKE and CME do not differ according to their family yearly income. The results suggested that family yearly income is not a factor influencing university students' attitudes towards English varieties in China. Participants from richer families may have more opportunities to travel to other countries and come into contact with speakers of BRE and GAE, but the present study showed that family yearly income does not make a difference in their attitudes towards the four English varieties.

Table 4.18: ANOVA Results on Implicit and Explicit Attitudes by Family Yearly Income (N=500)

Method	Variety	Family Yearly Income (Mean±S.D.)				F	p
		≤100 thousand RMB (*N*=194)	>100 thousand &≤200 thousand RMB (*N*=208)	>200 thousand & 400 thousand RMB (*N*=50)	> 400 thousand RMB (*N*=48)		
VGT	BRE	4.36±0.97	4.29±0.98	4.43±1.08	4.12±1.25	0.974	0.404
	GAE	4.43±0.96	4.35±0.93	4.46±1.05	4.08±1.28	1.764	0.153
	HKE	4.31±0.99	4.28±0.96	4.31±1.18	4.16±1.32	0.308	0.819
	CME	4.45±0.96	4.41±0.90	4.47±1.05	4.26±1.31	0.508	0.677
Questionnaire	BRE	3.16±1.20	3.20±1.19	3.29±1.26	3.36±1.58	0.415	0.742
	GAE	3.11±1.20	3.09±1.17	3.10±1.37	2.98±1.54	0.137	0.938
	HKE	2.96±1.23	2.91±1.23	2.82±1.17	2.82±1.59	0.264	0.851
	CME	3.48±1.32	3.33±1.34	3.49±1.36	3.46±1.60	0.452	0.716

The results on the non-significance of family yearly income contradicts the findings of other studies (Bayard et al., 2001; Ting & Puah, 2015). For example, Ting and Puah (2015) used a questionnaire to investigate the attitudes of 300 Chinese Malaysians towards their Chinese dialect and Mandarin (standard Chinese). Puah and Ting (2015) used matched-guise technique to investigate the attitudes of 240 Chinese in Kuching, Sarawak, Malaysia towards Hokkien, Foochow and Mandarin. Both two studies found that socio-economic status had a greater impact on the explicit and implicit attitudes towards heritage languages and Mandarin than age and gender for Malaysian Foochow and Hokkien, respectively.

Similar results on the influence of socio-economic status on language attitudes was found by Bayard et al. (2001). VGT was employed to investigate the attitudes of over 400 New Zealand, Australian, and American students toward New Zealand English, Australian English, GAE, and Received Pronunciation. They found that socio-economic status influenced the implicit attitudes towards New Zealand English, Australian English, GAE and Received Pronunciation. The participants made distinctions in solidarity and class affiliation of speakers of different English accents. Nevertheless, in China, family yearly income or socio-economic status has no significant influence on the language attitudes of the Chinese university students. It is interesting why the results on socio-economic status and language attitudes in China vary so much compared to other contexts, and this is an area for further investigation.

4.5.4 Influence of Parents' Educational Qualification on Participants' Language Attitudes

Mother's educational qualification significantly affected participants' explicit attitudes towards BRE, while no significant impact was found for the father's educational qualification on participants' implicit and explicit attitudes. ANOVA was run again to study the difference of the participants' parents' education level on the VGT and questionnaire scores of the four types of English varieties. From Table 4.19, it can be seen that there was no significant difference in the VGT and questionnaire scores of BRE, GAE, HKE and CME for fathers' education levels ($p > .05$). The fathers' education level does not have a significant effect on participants' implicit and explicit attitudes. In other words, participants' implicit

and explicit attitudes towards BRE, GAE, HKE and CME are similar regardless of their fathers' education level.

Table 4.19: ANOVA Results on Implicit and Explicit Attitudes by Fathers' Educational Qualification (N=500)

Method	Variety	Fathers' Educational Qualification (Mean±S.D.)				F	p
		Primary school or below (*N*=63)	Secondary school (*N*=207)	High school (*N*=126)	University or above (*N*=104)		
VGT	BRE	4.16±0.88	4.31±0.96	4.33±1.04	4.42±1.15	0.867	0.458
	GAE	4.22±0.85	4.38±0.93	4.35±1.07	4.43±1.11	0.643	0.588
	HKE	4.09±0.85	4.25±0.99	4.33±1.08	4.42±1.13	1.539	0.203
	CME	4.24±0.85	4.39±0.92	4.47±1.03	4.53±1.10	1.324	0.266
Questionnaire	BRE	2.99±1.03	3.17±1.21	3.21±1.19	3.42±1.45	1.718	0.162
	GAE	2.92±1.00	3.08±1.21	3.11±1.23	3.17±1.42	0.556	0.644
	HKE	2.86±1.10	2.89±1.23	2.91±1.25	2.98±1.44	0.169	0.917
	CME	3.42±1.35	3.33±1.26	3.41±1.38	3.60±1.50	0.895	0.443

The mother's qualification did not influence implicit attitudes towards the four English varieties in the VGT results. The ANOVA results in Table 4.20 show that the mothers' educational level does not significantly influence attitudes towards BRE, GAE, HKE and CME on the VGT ($p>.05$). In other words, participants' implicit attitudes toward BRE, GAE, HKE and CME are similar regardless of their mothers' education level.

Surprisingly, the mother's qualification influenced explicit attitudes towards the four English varieties in the questionnaire results. The mother's education level had a significant effect on participants' ratings of BRE on the questionnaire at the 95% confidence level ($F=3.412$, $p=0.017$). The participants' explicit attitudes toward BRE differ depending on their mother's education level. Post hoc LSD tests indicated that participants whose mothers' education was secondary school, high school, university and above favoured BRE more than participants whose mothers' education was primary school or below. As shown in Figure 4.3, the explicit ratings of BRE exhibited three tiers, with those whose mothers had a high school education or higher rating BRE the highest, those whose mothers had an elementary school education rating BRE the lowest, and those participants whose mothers had a middle school education rating the middle. It may indicate that the higher the mother's education, the greater the participants' awareness of the value of following native speaker norms. The less-educated mothers might have influenced their children to view BRE less favourably relative to the more educated mothers, and this result is from the questionnaire data. As the questionnaire required self-reports, the participants with more educated mothers could have consciously rated BRE favorably because they might have been alerted by their mothers on the prestige of the IC variety. However, their implicit attitudes measured using VGT does not show a significant difference, suggesting that subconsciously they might not have substantially different attitudes towards the four English varieties.

Table 4.20: ANOVA Results on Implicit and Explicit Attitudes by Mothers' Educational Qualification (N=500)

Method	Variety	Mothers' Educational Qualification (Mean±S.D.)				F	p
Method	Variety	Primary school or below (*N*=101)	Secondary school (*N*=202)	High school (*N*=116)	University or above (*N*=81)	F	p
VGT	BRE	4.15 ±0.97	4.39 ±0.96	4.29 ±1.05	4.41 ±1.15	1.532	0.205
	GAE	4.30 ±0.91	4.42 ±0.98	4.31 ±0.95	4.39 ±1.19	0.449	0.718
	HKE	4.16 ±0.98	4.32 ±1.01	4.24 ±0.99	4.40 ±1.18	0.958	0.412
	CME	4.32 ±0.90	4.45 ±0.98	4.41 ±0.93	4.47 ±1.15	0.511	0.675
Questionnaire	BRE	2.88 ±1.05	3.22 ±1.20	3.34 ±1.26	3.38 ±1.45	3.412	0.017*
	GAE	2.84 ±1.07	3.08 ±1.19	3.20 ±1.27	3.24 ±1.46	2.097	0.1
	HKE	2.80 ±1.15	2.88 ±1.22	3.01 ±1.24	2.97 ±1.52	0.614	0.606
	CME	3.33 ±1.40	3.39 ±1.27	3.46 ±1.35	3.54 ±1.54	0.406	0.749

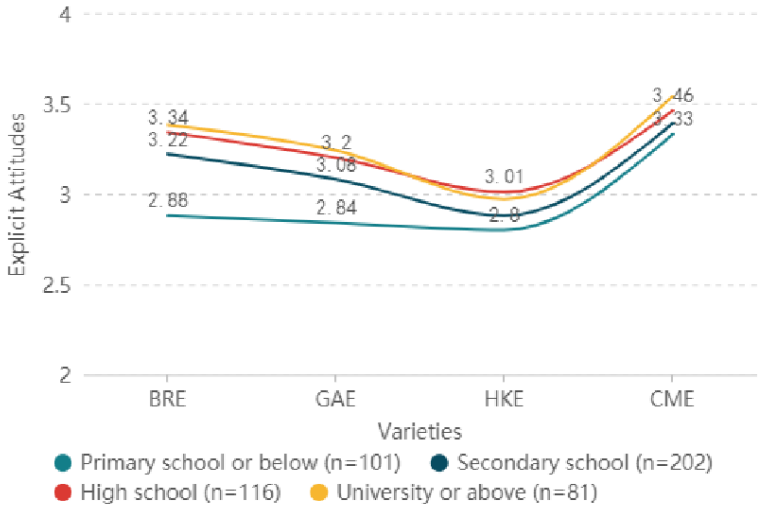


Figure 4.3: The Effect of Mother's Education Qualification on Children's Explicit Attitudes Toward English Varieties

4.5.5 The Influence of Parents' Occupation on Participants' Language Attitudes

Occupation is another indicator of socio-economic status, apart from family yearly income. Since the results on the family yearly income showed no significant difference, it is expected that participants' implicit and explicit attitudes towards the four English varieties were not significantly influenced by their parents' occupation (Table 4.21). ANOVA was run to examine the differences in the scores of the father and mother occupational subgroups on the VGT and questionnaires for the participants on BRE, GAE, HKE and CME. Table 4.21 shows that the ratings of the different father and mother occupational subgroups on the VGT and questionnaires for the participants' attitudes towards BRE, GAE, HKE and CME all do not show significance ($p > .05$). This suggests that parental occupation did not play a significant role in influencing children's language attitudes.

This result is expected because the results reported earlier shows that family yearly income does not have a significant effect on language attitudes. Parents' occupation and family yearly income are related. In fact, parents' education level is also related because those with higher education are more likely to have certain occupations and earn more. Except for a small area of differences (mother's education level and explicit attitudes towards BRE), generally parents' education level does not influence language attitudes. In other words, in China it seems that the university students' language attitudes are not influenced by their socio-economic status. Elsewhere, but only some studies have focused on differences between participants' language attitudes across occupations (e.g., Chien, 2018; Garrett et al., 2003). Researchers have studied socio-economic background rather than specific occupations. Further attention needs to be paid to the impact of parents' occupations on their children's language attitudes, which would facilitate a comprehensive understanding of the role that family status plays in the sociolinguistic field.

Table 4.21: ANOVA Results on Implicit and Explicit Attitudes by Parents' Occupation (N=500)

Method	Variety	Fathers' Occupation (Mean±S.D.)									F	p
		1(N=30)	2(N=69)	3 (N=103)	4(N=3)	5(N=107)	6(N=25)	7 (N=151)	8(N=11)	9(N=1)		
VGT	BRE	4.48±0.88	4.25±1.05	4.34±0.94	4.93±0.96	4.26±1.04	4.09±1.26	4.36±1.00	4.34±1.17	6.00±null	0.848	0.561
	GAE	4.41±0.85	4.30±1.03	4.41±0.92	4.95±0.91	4.32±1.05	4.17±1.16	4.39±0.98	4.38±1.13	6.00±null	0.688	0.703
	HKE	4.42±0.89	4.11±1.08	4.34±0.97	4.84±1.01	4.22±1.09	4.25±1.19	4.32±1.00	4.42±1.07	6.00±null	0.897	0.519
	CME	4.55±0.83	4.23±1.05	4.49±0.92	4.94±0.94	4.38±0.99	4.36±1.24	4.46±0.97	4.38±1.00	6.00±null	0.940	0.483
Questionnaire	BRE	3.33±1.28	3.31±1.28	3.16±1.05	4.46±1.40	3.27±1.23	3.10±1.54	3.08±1.26	3.51±1.59	4.88±null	1.052	0.396
	GAE	2.92±1.32	3.09±1.28	3.09±1.06	4.58±1.27	3.13±1.21	3.02±1.55	3.03±1.24	3.27±1.59	5.88±null	1.344	0.219
	HKE	2.67±1.17	2.90±1.38	2.88±1.07	4.75±1.10	2.98±1.25	2.81±1.64	2.87±1.27	3.17±1.20	5.13±null	1.480	0.162
	CME	3.37±1.31	3.51±1.36	3.34±1.20	4.81±1.05	3.49±1.37	3.16±1.69	3.35±1.38	3.97±1.43	6.00±null	1.377	0.204
Method	Variety	Mothers' Occupation (Mean±S.D.)									F	p
		1(N=69)	2(N=56)	3(N=80)	4(N=7)	5(N=94)	6(N=14)	7 (N=168)	8 (N=10)	9(N=2)		

Table 4.21 continued

VGT	BRE	4.27±0.83	4.32±1.20	4.34±1.05	4.55±1.02	4.26±1.00	4.40±0.98	4.32±1.00	4.45±1.41	5.81±0.27	0.675	0.714
	GAE	4.26±0.78	4.30±1.19	4.48±0.96	4.50±0.95	4.34±1.02	4.47±0.92	4.35±1.00	4.56±1.32	5.88±0.18	0.924	0.496
	HKE	4.26±0.79	4.23±1.24	4.42±0.97	4.37±1.00	4.24±1.06	4.26±0.91	4.25±1.05	4.33±1.35	5.44±0.80	0.562	0.809
	CME	4.35±0.78	4.35±1.18	4.54±0.95	4.50±0.95	4.41±0.96	4.43±0.89	4.40±1.01	4.44±1.33	5.66±0.49	0.650	0.736
Questionnaire	BRE	3.18±1.17	3.19±1.40	3.25±1.09	3.88±1.20	3.24±1.20	3.19±1.47	3.11±1.27	3.83±1.51	3.94±1.33	0.811	0.593
	GAE	2.98±1.12	3.14±1.39	3.16±1.16	3.87±0.58	3.10±1.25	2.86±1.38	3.01±1.24	3.60±1.64	4.66±1.72	1.237	0.275
	HKE	2.86±1.16	2.88±1.45	2.95±1.14	3.21±1.27	2.92±1.32	2.75±1.39	2.86±1.25	3.55±1.39	4.22±1.28	0.725	0.670
	CME	3.50±1.30	3.51±1.44	3.43±1.28	3.58±1.07	3.39±1.36	2.94±1.58	3.38±1.40	3.54±1.20	4.50±2.12	0.486	0.866

Note: 1-9 respectively represent nine types of occupations: Not working, Professional / Technical, Manager / Official / Proprietor, Salesman, Business Owner / Operator, Public Servant, Labor, Service Worker and Retired.

4.5.6 Influence of Self-perceived English Proficiency on Participants' Language Attitudes

The participants' self-perceived English proficiency influenced their explicit attitudes but not their implicit attitudes. Table 4.22 shows the ANOVA results on implicit and explicit attitudes by self-perceived English proficiency. The results indicate that self-perceived English proficiency has no significant effect on participants' ratings on BRE, GAE, HKE and CME in the VGT results ($p>.05$). Results of non-significance are also obtained for explicit attitudes. Self-perceived English proficiency had no significant effect on GAE, HKE and CME ratings in the questionnaire results ($p>.05$). The participants of different English proficiency levels have similar explicit attitudes towards GAE, HKE and CME. The exception is for BRE. Self-perceived English proficiency significantly influenced ratings of BRE ($F=3.097$, $p=0.016$). A post hoc LSD test revealed that participants with good English proficiency had significantly better explicit attitudes towards BRE than those with poor English proficiency. More proficient Chinese university students seem to have better explicit attitudes toward BRE than low proficiency students as the former group may feel more positive about BRE since they believe they have a good mastery of English.

Table 4.22: ANOVA Results on Implicit and Explicit Attitudes by Self-perceived English Proficiency (N=500)

Method	Variety	Self-perceived English Proficiency (Mean±S.D.)					F	p
		Pretty good (N=32)	Good (N=75)	General (N=287)	Bad (N=69)	Terrible (N=37)		
VGT	BRE	4.51 ±1.35	4.32 ±1.06	4.31 ±1.00	4.23 ±0.85	4.34 ±1.01	0.421	0.793

Table 4.22 continued

VGT	GAE	4.30 ±1.36	4.40 ±1.05	4.39 ±0.95	4.17 ±0.86	4.48 ±1.08	0.894	0.467
	HKE	4.51 ±1.33	4.35 ±1.06	4.25 ±1.00	4.11 ±0.90	4.54 ±1.06	1.624	0.167
	CME	4.56 ±1.34	4.46 ±0.98	4.41 ±0.96	4.26 ±0.84	4.63 ±0.98	1.099	0.356
Questionnaire	BRE	3.15 ±1.78	3.55 ±1.32	3.24 ±1.13	2.91 ±1.11	2.90 ±1.44	3.097	0.016*
	GAE	2.88 ±1.75	3.37 ±1.34	3.11 ±1.12	2.89 ±1.15	2.87 ±1.48	2.003	0.093
	HKE	2.82 ±1.82	2.98 ±1.30	2.93 ±1.15	2.86 ±1.18	2.76 ±1.58	0.278	0.892
	CME	3.56 ±1.90	3.43 ±1.43	3.43 ±1.24	3.20 ±1.30	3.60 ±1.62	0.683	0.604

* $p<.05$

4.5.7 Influence of Dialect Area on Participants' Language Attitudes

Dialect area influenced participants' implicit attitudes towards the four English varieties but not explicit attitudes. Table 4.23 shows the ANOVA results on implicit and explicit attitudes by dialect area. Dialect area does not have a significant effect on participants' ratings for BRE, GAE, HKE and CME in questionnaire results ($p>.05$). Participants from different dialect areas have similar explicit attitudes towards the four English varieties.

Similar results on non-significance of dialect area were found for implicit attitudes except for CME. Dialect area does not have a significant effect on participants' implicit

attitudes towards BRE, GAE and HKE. However, it effect participants' implicit evaluations on CME significantly at p<.05 (F=3.097, p=0.016). Participants' implicit attitudes toward CME differed across dialect regions. The post-hoc LSD test showed that participants whose dialects were Cantonese and Min dialect gave significantly better implicit attitude ratings to CME than those whose dialects were Northern Mandarin. Participants in the Mandarin dialect area may have been quite familiar with the official dialect-based CME used in this study because it is the variety they are frequently exposed to in the classroom. Furthermore, their lack of demonstrated loyalty to this CME accent may be due to the fact that this accent was often the subject of derogatory comments and corrections in the curriculum. Participants from the Cantonese dialect area and Min dialect area who were born and raised in southern China may have sensed the difference between this northern official dialect-based CME and the variety of English they spoke, and they likely perceived it as an official dialect-based CME. Furthermore, their desire and yearning for Mandarin led to their yearning for the variety of CME sample type used in this study. This highlights the fact that Mandarin is a high-status variety of Chinese in mainland China.

Table 4.23: ANOVA Results on Implicit and Explicit Attitudes by Dialect Area (N=500)

Method	Variety	Dialect area (Mean±S.D.)				F	P
		1(N=139)	2(N=149)	3(N=105)	4(N=107)		
VGT	BRE	4.26±0.91	4.32±1.08	4.37±1.12	4.34±0.95	0.254	0.858
	GAE	4.24±0.95	4.31±1.03	4.53±1.02	4.44±0.96	2.088	0.101
	HKE	4.13±0.99	4.28±1.02	4.41±1.11	4.36±1.00	1.786	0.149
	CME	4.24±0.93	4.37±1.00	4.60±1.01	4.55±0.95	3.578	0.014*

Table 4.23 continued

Questionnaire	BRE	3.28±1.27	3.15±1.21	3.31±1.34	3.08±1.14	0.848	0.468
	GAE	3.15±1.30	3.11±1.21	3.13±1.29	2.95±1.15	0.618	0.604
	HKE	2.85±1.28	2.96±1.26	2.91±1.35	2.91±1.16	0.172	0.915
	CME	3.34±1.37	3.51±1.36	3.44±1.42	3.36±1.27	0.466	0.706

* $p<.05$

Note: 1-4 respectively represent 4 types of dialect area: Mandarin dialect area, Wu dialect area, Cantonese dialect area and Min dialect area.

4.5.8 Influence of University on Participants' Language Attitudes

University influenced participants' implicit attitudes but did not affect explicit attitudes. Table 4.24 shows the ANOVA results on implicit and explicit attitudes by university. University does not significantly influence participants' explicit ratings for BRE, GAE, HKE and CME ($p>.05$). Participants from different universities have similar explicit attitudes towards the flour English varieties.

In the same way, participants from different universities have similar implicit attitudes towards BRE, GAE, and HKE – but not for CME. University had a significant influence on implicit evaluations of CME ($F=3.951$, $p=0.008$). The participants' implicit attitudes toward CME differed across universities. The post-hoc LSD test showed that participants who studied in MJU and GHC had significantly higher implicit attitude ratings toward CME than those who studied in BUU, and participants who studied in GHC had significantly higher implicit attitude ratings toward CME than those who studied in SMU. It presents a trend that students from MJU and GHC (located in South China) gave better evaluation of CME than BUU than those studying in North China, and Central China (SMU).

The location of the universities is connected to the dialect area. University students from the Min dialect area who study at MJU and Cantonese-speaking students who study at GHC are more likely to prefer CME based on the northern official dialect. The results show consistency with the results reported earlier on dialect area and participants' language attitudes.

Table 4.24: ANOVA Results on Implicit and Explicit Attitudes by University (N=500)

Method	Variety	University (Mean±S.D.)				F	p
		BUU (*N*=115)	SMU (*N*=113)	MJU (*N*=144)	GHC (*N*=128)		
VGT	BRE	4.25 ±0.92	4.35 ±1.13	4.27 ±0.96	4.40 ±1.05	0.646	0.586
VGT	GAE	4.24 ±0.95	4.28 ±1.12	4.40 ±0.94	4.51 ±0.97	1.87	0.134
	HKE	4.09 ±1.01	4.26 ±1.09	4.32 ±1.00	4.44 ±1.02	2.441	0.064
	CME	4.21 ±0.94	4.31 ±1.09	4.52 ±0.89	4.58 ±0.98	3.951	0.008**
Questionnaire	BRE	3.27 ±1.27	3.31 ±1.30	3.09 ±1.14	3.20 ±1.26	0.798	0.495
	GAE	3.13 ±1.30	3.17 ±1.33	3.02 ±1.16	3.06 ±1.20	0.389	0.761
	HKE	2.83 ±1.30	2.98 ±1.31	2.93 ±1.19	2.88 ±1.28	0.286	0.835
	CME	3.27 ±1.34	3.65 ±1.42	3.36 ±1.31	3.41 ±1.36	1.616	0.185

** $p<.01$

4.5.9 Influence of Major on Participants' Language Attitudes

The study major did not influence the participants' explicit attitudes towards the four English varieties but influenced their implicit attitudes. ANOVA was utilized to investigate the effect of major on participants' explicit and implicit attitudes as seen in Table 4.25. There was no significant effect for participants' explicit attitudes by major ($p>.05$). The participants from different majors reported similar language attitudes in the questionnaire. However, it showed that participants from different major have significantly different implicit attitudes towards the four English varieties ($p<.01$). A post-hoc LSD test revealed that there was significant effect of major on participants' implicit evaluations toward BRE at $p<.01$ ($F=6.641$, $p=0.000$). Students majoring in science and engineering had more positive implicit attitudes toward BRE than liberal art majors, music, physical education, fine arts majors, and other majors. There is a significant effect of majors on participants' implicit evaluations of GAE at $p<.01$ ($F=6.064$, $p=0.000$). It indicated that students majoring in science and engineering had more positive implicit attitudes toward GAE than liberal art majors and other majors. The participants' implicit evaluation of HKE were significantly different for different majors at $p<.01$ ($F=5.641$, $p=0.001$), with science and engineering, music, physical education, and fine arts majors having more positive implicit attitudes toward HKE than liberal art and other majors. The effect of major on participants' implicit evaluation of CME was significant at $p<.01$ ($F=5.308$, $p=0.001$). Students majoring in science and engineering, music, physical education, fine arts, and other majors had more positive implicit attitudes toward CME than students majoring in liberal art majors.

Table 4.25: ANOVA Results on Implicit and Explicit Attitudes by Major (N=500)

Method	Variety	Major (Mean±S.D.)				F	P
		Liberal art (*N*=147)	Science and Engineering (*N*=143)	Music, P.E., and Fine arts (*N*=106)	Others (*N*=104)		
VGT	BRE	4.12±0.86	4.62±1.03	4.30±1.03	4.20±1.09	6.641	0.000**
	GAE	4.21±0.83	4.62±1.03	4.43±1.01	4.16±1.07	6.064	0.000**
VGT	HKE	4.05±0.85	4.54±1.09	4.32±1.06	4.23±1.07	5.641	0.001**
	CME	4.18±0.85	4.62±1.02	4.48±0.97	4.42±1.06	5.308	0.001**
Questionnaire	BRE	3.25±1.10	3.29±1.36	3.30±1.19	2.93±1.28	2.210	0.086
	GAE	3.09±1.14	3.18±1.34	3.18±1.19	2.86±1.26	1.598	0.189
	HKE	2.84±1.23	3.06±1.33	2.97±1.16	2.74±1.30	1.604	0.188
	CME	3.32±1.26	3.54±1.36	3.44±1.27	3.37±1.56	0.643	0.588

** $p<.01$

Figure 4.4 shows that science and engineering majors had the most positive implicit attitude toward the four varieties while liberal art majors had the least positive implicit attitude. In other words, science and engineering majors were more tolerant of the four varieties than the liberal art majors. This is because science and engineering majors have low expectations of using English in their future jobs (Yu, 2010) and thus have higher tolerance of differences in accent. On the other hand, liberal art majors have high expectations of using English in their future jobs and thus have higher demands on their own and others' English accents. They were also more aware of different English varieties.

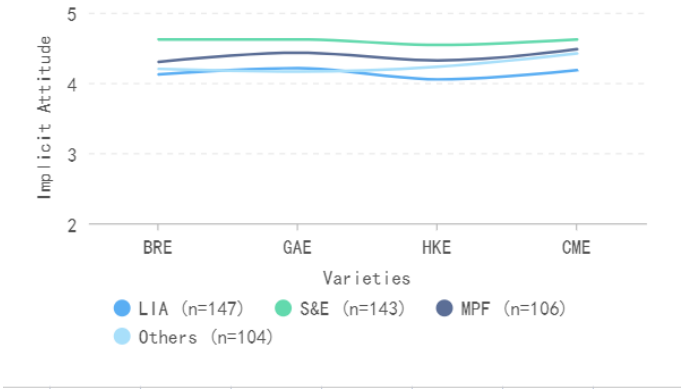


Figure 4.4: Implicit attitudes of different major participants towards English varieties (N=500)

4.5.10 Influence of Grade on Participants' Language Attitudes

Grade did not participants' explicit attitudes towards the four English varieties but influenced their implicit attitudes. ANOVA was utilized to investigate the effect of grade on participants' explicit and implicit attitudes (Table 4.26). The participants' grades showed no significant difference for participants' explicit attitudes ($p>.05$). Participants with good or poor academic performance (as shown in their grades) had similar explicit attitudes towards the four varieties of English, as measured in the questionnaire.

However, grade showed significant influence on participants' implicit attitudes towards the four English varieties. The effect of the major on each of the four varieties will be explained next. A post-hoc LSD test revealed that the effect of grade on participants' implicit evaluations toward BRE is significant at $p<.05$ ($F=3.361$, $p=0.019$). Freshman and Sophomore had more positive implicit attitudes toward BRE than Senior. The effect of major on participants' implicit evaluations of GAE is significant at $p<.01$ ($F=4.527$, $p=0.004$), Freshman and Sophomore had more positive implicit attitudes toward GAE than Senior. The participants' implicit evaluation of HKE by different major is also significantly different at

p<.01 (F=6.783, p=0.000), with Freshman, Sophomore and Junior having more positive implicit attitudes toward HKE than Senior. The effect of major on participants' implicit evaluation of CME was significant at the p<0.01 level (F=6.547, p=0.000). Freshman, Sophomore and Junior had more positive implicit attitudes toward CME than Senior, Freshman had more positive implicit attitudes toward CME than Sophomore. To sum up, the results show that as their academic performance increases, their implicit attitudes towards the four English varieties decreases.

Table 4.26: ANOVA Results on Implicit and Explicit Attitudes by Grade (N=500)

Method	Variety	Grade (Mean±S.D.)				F	P
		Freshman (N=260)	Sophomore (N=188)	Junior (N=33)	Senior (N=19)		
VGT	BRE	4.41 ±1.06	4.28 ±0.96	4.14 ±0.89	3.74 ±0.85	3.361	0.019*
	GAE	4.47 ±1.04	4.31 ±0.92	4.21 ±0.84	3.68 ±0.98	4.527	0.004**
	HKE	4.42 ±1.08	4.20 ±0.95	4.14 ±0.89	3.44 ±0.80	6.783	0.000**
	CME	4.54 ±1.02	4.33 ±0.91	4.44 ±0.84	3.60 ±0.80	6.547	0.000**
Questionnaire	BRE	3.18 ±1.27	3.28 ±1.24	2.86 ±1.09	3.40 ±1.08	1.252	0.290
	GAE	3.05 ±1.25	3.16 ±1.24	2.88 ±1.14	3.22 ±1.26	0.669	0.571
Questionnaire	HKE	2.92 ±1.25	2.99 ±1.26	2.36 ±1.14	2.97 ±1.47	2.336	0.073
	CME	3.49 ±1.39	3.41 ±1.26	3.05 ±1.47	3.20 ±1.56	1.217	0.303

* *p*<.05 ** *p*<.01

The trend of decreasing ratings of the four varieties of accent with increasing grade level can be seen on the line Figure 4.5. There is a significant decrease in the language attitudes as the students proceed from junior to senior years. This trend is consistent with the trend of the effect of age on implicit attitudes which shows that the younger Chinese university students were more positive in their implicit attitudes than the older students (reported earlier). As the age of the students increases the grade level also increases. Therefore, after they have been in the university for some years, the students treat high proficiency English accents with more calmness. Thus, this study shows the conflated results for age and grade level, and the common characteristic could be their exposure to English and experience of what English proficiency means in the university context.

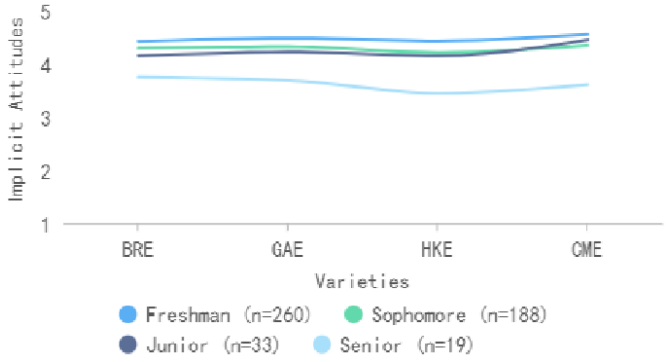


Figure 4.5: Implicit Attitudes toward English Varieties among Students of Different Grades (N=500)

4.6 Discussion

This study produced four noteworthy findings for discussion. The discussion begins with the implicit attitudes of Chinese university students towards four English varieties, followed by a discussion on explicit attitudes. The two sets of results are brought together in a discussion of their implicit and explicit attitudes. Finally, the factors influencing implicit

and explicit attitudes are discussed. Figure 4.6 summarizes factors influencing explicit and implicit attitudes of Chinese university students.

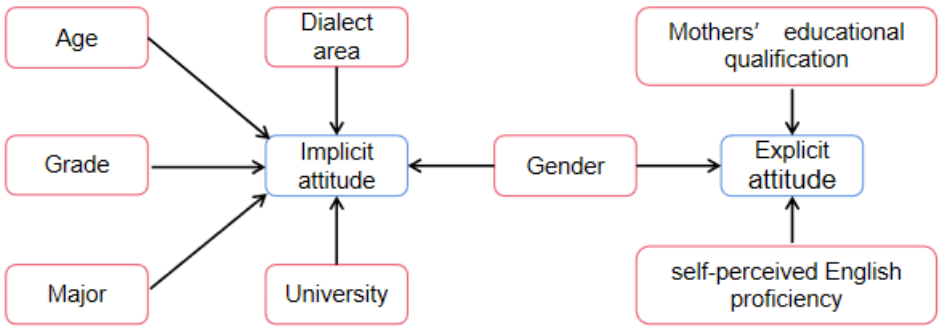


Figure 4.6: Factors Influencing Explicit and Implicit Attitudes of Chinese University Students (N=500)

4.6.1 Implicit Attitudes of Chinese University Students towards Four English Varieties

For participants' implicit attitudes toward four English varieties, the discussion focuses on the IC varieties first before the EC and OC varieties.

Firstly, the results showed that the Chinese university students did not upgrade IC varieties of English on the dimension of status (BRE, GAE) and they did not downgrade the EC (CME) and OC (HKE) varieties of English on the dimension of solidarity. For implicit attitudes, Dragojevic et al. (2017) stated that past research has found that speakers of standard and non-standard English varieties have different evaluative responses towards status and solidarity dimensions of attitudes, and speakers with foreign accents are usually disadvantaged on both dimensions. However, this is not the case in the present study. In fact, the four varieties investigated in the present study were evaluated in a similar manner on status and solidarity. The participants in the present study have similar implicit attitudes toward the four varieties, different from past studies (c.f. He & Zhang, 2010; Xu et al., 2010) which consistently found that people in Mainland China look up to native-speaker norms

and lack awareness of World Englishes. These studies were conducted about 15 years before the present study. A more recent study by Tévar (2020) found comparable results to the present study on the high rating of CME. Tévar (2020) elicited ratings of eight English varieties in the IC, OC and EC from 278 university students in Hainan Province, China, using speech sample stimuli supplemented by visual stimuli of different ethnic faces. His result showed that CME received ratings comparable to BRE and Australian varieties, and higher than those received by GAE. Tévar's (2020) study was conducted in the last three years. The results of the present study and Tévar (2020) show that Chinese learners' awareness of world Englishes has increased, which is why CME and HKE were evaluated highly like BRE and GAE. The receptiveness towards CME and HKE may be due to the current development of social media in China, where people are increasingly exposed to English accents from around the world through platforms such as Tiktok, AAuto Quicker, and channels of Wechat, promoting the concept of "English diversity" concept and thus no longer feel ashamed of their English variety (Fang & Ren, 2018). This is why the Mainland China university students did not downgrade the EC (CME). In the VGT, the Chinese university students implicitly believed that CME was at the very least as good as, if not better than, the other varieties, which is inconsistent with the findings of He and Li (2009), whose participants had significantly more negative implicit attitudes toward CME than standard English.

The present study found that GAE was rated higher than BRE in the VGT, which is consistent with past findings. Several studies (Liu & Deng, 2013; Shi, 2013; Xu & Gao, 2014; Zhao & Chen, 2008) found that participants rated GAE higher than BRE in their VGT ratings. This may be due to the greater dissemination of GAE through media exposure, publications, and GAE-speaking foreign language teachers compared to BRE. Young and

Walsh (2010) studied attitudes towards English as an International Language using questionnaires distributed to 26 teachers from around the world studying in the UK and found that all Asian participants felt that GAE was increasingly important in their local context because GAE publishers and language teaching organizations seemed to be more influential in their local context. The political and economic superpower of the US also seems to have an impact on participants' attitudes (Ahn, 2017). One interviewee in Gao and Lin's (2010) study stated "American sounds are the most influential language in the world right now". In addition, the use of the curl /r/ in American sounds is common, which is similar to the Mandarin "r-suffixation", so Chinese students are more receptive to GAE (Yan, 1994). In the present study, the difference in scores between the two language attitudes measurements is not statistically significant, and therefore the advantage of GAE in China can be considered as relative only. Prior studies using VGT (Liu & Deng, 2013; Shi, 2013; Xu & Gao, 2014; Zhao & Chen, 2008) also found that GAE was evaluated slightly higher than BRE without significant difference. In addition, in the present study the BRE speakers are rated as having the least sense of humor, which is also compatible with the stereotype of the British as more serious and formal (Gao & Lin, 2008).

For implicit attitudes extracted from attribution of personality traits, existing research showed that speakers of non-native varieties are often perceived as less confident and competent than speakers of native varieties (He & Li, 2009). However, the findings of the present study showed the opposite pattern. Both the Chinese university students had positive implicit attitudes towards CME and HKE but they were more favorable towards CME than HKE.

In the present study, it was found that CME received more positive ratings than HKE on three characteristics related to social status (confident, competent and hardworking), echoing the findings of Xu et al. (2010). Xu et al. (2010) investigated the attitudes of 108 Chinese university students toward six native and non-native varieties of English, including Mandarin-accented English and Cantonese-accented English. They found that the Chinese speaker with a Mandarin accent was considered wealthier and more intelligent than the speaker with the Cantonese accent on two status characteristics. Xu et al. (2010) also discovered that the Mandarin-accented variety was rated higher in terms of being confident, pleasant, gentle, reliable, and sociable compared to the Cantonese variety in terms of solidarity dimension. It is worth noting that Xu et al. (2010) categorize confidence as solidarity dimension. However, the current study did not find any differences in solidarity between the two accents. In both Xu et al. (2010) and the current study, the Mandarin-accented variety was rated as more confident than the Cantonese variety. However, since the characteristic of “wealthy” was not included in the current study and "hardworking" was not included in Xu et al. (2010), the evaluations of Chinese learners regarding these two characteristics cannot be compared. For the shared characteristic of “intelligent”, Xu et al. (2010) found that the Mandarin-accented variety was perceived as more intelligent than the Cantonese variety, but no differences in the intelligent characteristic were found in the current study.The high ratings of CME speakers on hardworking and competent traits in the present study is consistent with the stereotype of the Chinese as hardworking and competent (Ruble & Zhang, 2013).

Next, the implicit attitudes result on HKE are compared with past findings. In the present study, HKE was rated the lowest, compared to CME, GAE and BRE. Even students who spoke Cantonese did not rate HKE speakers with Cantonese accents significantly

positively. This result is surprising in one sense because HKE carries a Cantonese accent since a large proportion of HK people speak Cantonese. However, this result is not surprising in another sense because HK and China operate with two systems at the present time. The mainland Chinese university students do not view HKE as an in-group variety, which may reflect mainland Chinese social views of HK people. The westernized political, economic, social and educational systems of HK society may be perceived by mainland Chinese university students as points of differences. HK people are perceived by mainlanders as more likely to welcome change, to encourage the pursuit of new ideas and experiences, to care about the welfare of others, to pursue their own interests, and to be less likely to uphold traditional Chinese values, living in a society with a more successful economy, a more democratic political system, and a greater degree of Westernization (Guan et al., 2010).

The present findings contradict one prior study conducted in 2010 (Guan et al., 2010) but concurred with the other study (Xu et al. 2010). Guan et al. (2010) found that HK Chinese are perceived to have higher status and are more competent than mainland Chinese. However, the present study found that HKE speakers are perceived as having lower status and competence than mainland Chinese. The inconsistent results may be due to the different scopes of the two studies: the present study is from the scope of HK people as ESL speakers, while Guan et al. (2010)'s study is from the perspective of values and social belief perspective. The present study yielded similar results to Xu et al. (2010) on the more positive attitudes towards CME than HKE. Xu et al. (2010) used VGT and interviews to investigate Chinese attitudes towards BRE, GAE, HKE, and CME before the Beijing Olympics. Their participants were university students studying software technology in a coastal city in Northeast China. Xu et al. (2010) also found that Mandarin accented variety was rated higher than Cantonese accented variety on five of the six social attractiveness traits: pleasant,

confident, gentle, reliable, and sociable. Mandarin is more vibrant and prestigious as an official language than Cantonese, a regional dialect. Even in Guangdong Province, the main area where Cantonese is spoken, Mandarin is overwhelmingly dominant in school settings, and Cantonese vitality has taken a hit and is showing signs of decline (Shan & Li, 2018). Language vitality affects learners' language attitude (Zhou & Chen, 2008), and participants therefore favoured CME over HKE.

In the field of World Englishes, the results shed some light on how OC varieties are perceived. HKE is an OC variety, like Indian English and Singaporean English. These two OC varieties also received lower ratings compared to IC varieties in other studies using indirect measures of language attitudes (Fang & Yuan, 2011; Gao & Lin, 2010; Shi, 2013; Xu & Gao, 2014). This may be due to the participants' limited exposure to these OC English varieties compared to IC varieties which are more established and has a wider realm of use and influence.

To sum up, the results on implicit attitudes towards CME are succinctly compared with results on the other three English varieties. In this study, CME speakers were perceived to be more confident (than the other three English varieties), more competent (than HKE speakers), more hardworking (than BRE and HKE speakers), and having a greater sense of humor (than BRE speaker). It is worth noting that confidence, competence and diligence are related to status and prestige, which are strongly linked to the socio-economic status of speakers (Ryan, 1983). The results suggest that an increase in status and prestige for the local variety is accompanied by a decrease in status and prestige for the BRE and GAE varieties, at least in the current Chinese context for the university students in the four universities.

4.6.2 Explicit Attitudes of Chinese University Students towards Four English Varieties

For explicit attitudes measured using questionnaires, the key results are given first before they are discussed. CME was rated the highest, followed by BRE and GAE. HKE was rated the lowest among the four varieties in the present study. CME was considered significantly more positive than the three other English varieties on both status and solidarity dimensions.

The higher rating of BRE than GAE on both the status and solidarity dimensions is consistent with the findings of Hiraga (2005) in the UK and Ladegaard (1998) in Denmark. Hiraga (2005) used VGT to explore British attitudes towards British and American standard and non-standard English, and the results show that BRE (Received Pronunciation in their paper) has a higher status than GAE (Network American in the original). This may be expected because the study was conducted in the UK and involved British people. However, similar positive attitudes towards BRE were found in Europe. Ladegaard (1998) investigated Danish stereotypes of British and American culture by using VGT and open-ended questionnaires. BRE received the most favourable ratings on all dimensions related to status and competence. This similarity in result may occur mainly due to the influence of political factors. Participants were influenced by the different political and diplomatic positions of China and the US and may project negative attitudes toward the US government onto the GAE speakers.

Compared to GAE, the participants chose BRE as the best model of learning may have been influenced by the textbooks, and they may have tended to consider the variety that appears in the textbooks as the best to learn. These results are from other items in the questionnaire which are not the 16 personality traits of speakers mirroring the semantic

bipolar scale accompanying the VGT. Huang and Hashim (2020) also found that more students favoured BRE than GAE at a university in Sichuan, China. One of their participants who favoured BRE said that current English textbooks are biased toward a BRE accent, as is the audio pronunciation heard on the test, and that his perceptions are influenced by the current environment. It can be assumed that the participants in the present study were also influenced by the prevailing environment when they chose BRE as the best model of learning. They might have been influenced by the textbooks, which tended to be in BRE.

However, there are other studies in Europe that found more favorable attribution of personality traits to GAE speakers than BRE speakers. Ladegaard and Sachdev (2006) reported that GAE scores higher than BRE on social attractiveness and personal integrity in Denmark. Similar findings of more favorable rating of GAE than BRE was reported by Evans (2010) and Hu (2004), and the studies were conducted in China but about 15-20 years earlier than the present study. The inconsistency of the results needs to be discussed for clarity. Chinese students from Liaoning Province in Evans (2010) labelled the GAE, but not the BRE, as "attractive". In Hu's (2004) study, the participants from three Gorges University in Hubei Province gave 351 endorsements to the GAE and only 161 endorsements to the BRE in response to a questionnaire.

There are also studies that show no significant differences in evaluative reactions towards BRE and GAE. For example, Serrarens (2017) reported that Dutch people did not evaluate Received Pronunciation and US English significantly differently in terms of status but they attribute more social attractiveness to speakers of Received Pronunciation than to US speakers. GAE speaker has no advantage in the evaluation of attractiveness in the present study, which may be affected by the social context when the study is conducted, because

language attitude is related to a wide range of social and political context (Pan & Block, 2011). The participants may be dissatisfied with increased public criticism of China's human rights violations in Xinjiang and HK by the US, which also criticised Chinese adventures in the Taiwan Straits and the South China Sea (Zhao, 2022). Participants could have projected their dissatisfaction with US foreign policy onto the GAE speaker. Some HK students in Sung (2013) said that they would not use GAE as a target accent out of their dissatisfaction with the negative influence exerted by the US around the world and they had negative stereotype of the self-centred Americans. The attitudes of HK students towards GAE were reported by Sung (2013) about a decade ago. The present study shows that at the present time, the Chinese university students still hold negative perceptions of GAE speakers. If the evaluative reactions towards GAE can be taken as an indicator of their attitudes towards the US, then the concerns of mainland Chinese about the global penetration of American hegemony has remained since the early 2000s.

For explicit language attitudes, HKE was rated significantly lowest among the four varieties in the present study, that is, HKE was evaluated lower than CME and BRE on all traits, and lower than GAE on some traits. In another study conducted by Zhang (2010), the HK participants rated BRE higher than the two local HK varieties on both status and solidarity, and CME higher than the two local HK varieties on both status and overall. In Zhang's (2010) study, the HK participants rated the educated HK variety slightly higher than the CME on the solidarity dimension. In the present study, both the CME and HKE were the educated variety. Thus, in this respect, the findings of the present study differ from Zhang (2010) because the Chinese university students rated educated HKE lower than CME. This is understandable because the present study was conducted in China and they would view their local English variety more favourable. Zhang's (2010) was conducted in HK and

therefore the HK participants would view the HKE more favourably than CME. The Chinese university students in the present study did not show solidarity with speakers of HKE. In mainland China, HKE is regarded as a regional non-standard variety is inferior in status and solidarity to CME. The present study results confirm Garrett's (2006) assertion that regional standard varieties, attract higher competitiveness and prestige ratings than other regional varieties, while not losing out in terms of social attractiveness.

The questionnaire results on CME reflected a love-hate relationship with their own variety of English. Participants in He and Li (2009) and the present study had similar positive explicit attitudes toward CME. However, although they believed to some extent that China should have its own variety of English, they still preferred to learn the IC English model. These results from the present study are from other items in the questionnaire that are not the 16 items on personality traits (that mirror the semantic bipolar scale used in the VGT). The participants are reluctant to accept CME as a teaching model, possibly because the participants find the concept of "CME" itself problematic, as the interviewees said that "it's difficult for CME to exist" (Hu, 2005) and "it is hard for China to form her own English variety" (He & Zhang, 2010). It is also possible that they are not aware of the importance of CME and that it is more useful than other varieties in expressing Chinese vocabulary in political, economic, and cultural terms, and in reflecting more accurately the cultural and commercial needs of the Chinese people (Qiong, 2004). There are other studies conducted in China in recent years which showed negative attitudes towards CME (see Huang, 2021; Pan, 2019). Huang (2021) surveyed the attitudes of 155 university students in an international joint university toward CME and teaching CME in Chinese classrooms through a questionnaire. The results showed that the participants had generally negative attitudes toward teaching CME. Pan (2019) examined Chinese university students' attitudes toward

CME through a discourse analysis of 30 semi-structured interviews with university students from three Chinese universities. Despite their positive attitudes toward Chinese cultural features embodied in CME and the influence of CME vocabulary on native English, all participants expressed personal aspirations for BRE or GAE proficiency and perceived their use of English with Chinese features as linguistically inferior or embarrassing when discussing their future study or career plans.

The favourable attitudes towards CME indicate that native varieties of English seem to be losing their status and prestige advantage in China. It implies the awakening of Chinese university students' awareness of world Englishes or English linguistic awareness, particularly the standing of their own local variety. But the awakening of awareness does not mean that they will actively learn CME in practice (Jin, 2005). The self-reported results of the students in this study also indicated negative attitudes towards learning CME, although in their self-reported explicit attitudes towards CME were more positive. This suggests that they have a love-hate attitude toward, both the native English variety and the local variety, which manifests itself in conflicting emotions and behaviours. It may be because these participants experienced a dilemma when a strong sense of national pride and cultural identity met with a personal desire to gain socio-economic opportunities through the acquisition of BRE or GAE proficiency (Pan, 2019).

The observation of the love-hate relationship with CME needs to be contexualized in the background on the instrumental value of English in China. Their recognition of the status of English in China may be related to the debate over English in the Chinese context that has emerged within China in recent years. Some scholars and educators have expressed concern about the spread of English in China because they fear that the spread of English in

China will prevent people from learning their native language and traditional culture (Fang et al., 2017), a view that may resonate with university students and affect the status of English in their minds.

While English holds the instrumental value for the Chinese university students, they were neutral about the expressive function of English because they express personal feelings using Chinese. Obviously for university students the educational function of English should be its most familiar function. Yet for the most part, English is not used as a medium of instruction at university but is only taught as a school subject. Generally, non-English majors take the University English Test and English majors take Test for English Majors during their undergraduate studies, and the results of these two English tests are considered important for employment as well as for entry into graduate education (Jiang, 2003). Thus, for Chinese university students, successful English learning is not about expressing their feelings and emotions in international exchanges, but about passing English exams and other instrumental gains in their career.

4.6.3 Comparison of Implicit and Explicit Attitudes of Chinese University Students towards Four English Varieties

By comparing the results of VGT and the questionnaire, it was found that the implicit and explicit attitudes results show the same pattern, which indicates that the current views of Chinese university students on English varieties are relatively stable. Both measures elicited the most favourable view of CME, the least favourable view of HKE, and BRE and GAE are in the middle of the continuum. This study also identified some differing characteristics of implicit and explicit attitudes (based on the 16 personality traits) elicited by VGT and questionnaires.

The first difference emerging from the comparison is that the VGT scores were higher than the questionnaire scores. Participants assigned scores about 4 for all four accent varieties in the VGT, whereas the questionnaire scores were less than 3.5. This is different McKenzie (2015) who had the opposite results in the study on linguistic diversity and international English. The UK participants consistently gave higher questionnaire scores than VGT scores. This may be due to differences in the explicit attitude measures, as McKenzie (2015) directly asked participants how much they enjoyed listening to "a range of English accents" and "international English speech", thus opening the results to social desirability bias as they want to be international. In the present study, the same 16 personality traits were presented to the participants in the questionnaire and the semantic bipolar scale accompanying the VGT. As the questionnaire items measured attitudes towards the four English varieties indirectly, the participants might not be able to guess which trait they should rate more highly for a particular English variety. Nevertheless, the correlation between questionnaire scores and VGT scores on status, and between questionnaire scores and VGT scores on solidarity is weak. Similarly, McKenzie (2018) found only a weak correlation between implicit and explicit attitudes towards the northern and southern varieties of British accents among UK participants, which he took as evidence that language attitudes operate at the unconscious and conscious levels, respectively, leading to the conclusion that there are dual implicit and explicit attitudes towards linguistic diversity.

The second differing characteristic of implicit and explicit attitudes (based on the 16 personality traits) is that the questionnaire was more likely to elicit significant differences than the VGT. The supporting evidence for this is that questionnaire found significant differences between BRE and GAE on two traits, between CME and the two IC varieties on 13 traits, between CME, BRE and HKE on 16 traits, and between GAE and HKE on eight

traits. In contrast, VGT found differences between varieties on only four traits. Furthermore, as a whole, VGT did not find significant differences for the four varieties, but the questionnaire found significant differences between CME and the other three varieties, and between BRE and HKE.

Thus, in the field on language attitudes measurements, the present study has obtained findings that show that the questionnaire is more sensitive to differences in attitudes towards English varieties. Conversely, it also shows that the VGT is more stable in measuring attitudes towards English varieties as participants are less aware of what is being studied. The indirect measure of attitudes support implicit attitude measures are more effective in capturing deeply ingrained evaluations that are activated from memory when individuals are exposed to stimuli (McKenzie, 2015). On the other hand, explicit attitude measures are believed to assess evaluations that have been more recently acquired. An extrapolation cannot be made to language attitudes in general as the present study focussed only on four English varieties. Future research should aim to investigate attitudes towards a wider range of language varieties to provide a more comprehensive understanding of language attitudes in general.

4.6.4 Factors Influencing Attitudes towards Four English Varieties

For the factors influencing participants' attitudes significantly (Figure 4.6), implicit attitudes were influenced by five factors (age, dialect, gender, university and major) while explicit attitudes were affected by three factors (mothers' educational qualification, self-perceived English proficiency and gender). Thus, indirect measures are more likely to elicit the influence of social factors on language attitudes. In other words, demographic variables are more likely to influence implicit language attitudes.

Gender had the greatest effect on Chinese university students' language attitudes because it influenced both implicit and explicit attitudes of the participants. The female participants in this study did not assign higher scores to standard accents, which is contrary to a series of findings of female's greater fidelity to standard accents (e.g., Coupland & Bishop, 2007; McKenzie, 2010). Trudgill (1995) stated that in most societies, females have a greater tendency to use the standard variety because of greater insecurity and lower social identity compared to males. However, the females in this study did not show a tendency to use the standard variety or the higher variety probably because they do not suffer insecurity issues in the Chinese society.

The present study also showed that dialects and university location influenced participants' implicit attitudes in the present study. Both dialects and university location point to the participants' respective regions. Participants from Cantonese and Min dialect backgrounds had significantly higher implicit attitude ratings toward CME than those whose dialects were Northern Mandarin. Participants in MJU and GHC have a higher implicit evaluation of CME than BUU and SMU. It may be because southern Chinese university students are influenced by the high prestige of Mandarin. Their desire for standard Mandarin is likely to be projected onto their attitude towards CME. Previous research conducted in China, such as Dede (2004) and Gilliland (2006), has consistently demonstrated a prevailing perception of Mandarin as being more prestigious compared to dialects like Xining and Shanghainese. These studies have found that speakers of Mandarin are generally associated with higher social status, greater education, and intelligence, reinforcing the notion of Mandarin's elevated prestige. The present study further corroborates these findings, aligning with previous research in China that highlights the societal value attributed to Mandarin.

The present study reveals a noteworthy finding regarding implicit attitudes towards English varieties, indicating a correlation between age and increasingly negative attitudes. This relationship aligns with the grade levels of the participants, as there is a significant decline in language attitudes as students' progress from junior to senior years. In China, higher-grade and older students typically have more exposure to English, and the study demonstrates that as the level of exposure increases, students' positive attitudes towards English significantly decrease. Several factors may contribute to this phenomenon. Firstly, higher-grade and older students often have higher expectations of obtaining English proficiency certificates, such as CET and TEM, before graduation, in order to enhance their competitiveness in the job market. Consequently, they experience greater stress in learning English. Zhang et al. (2022) discovered a significant positive correlation between English-learning stress and anxiety symptoms among Chinese college students. Secondly, higher-grade students may also be more susceptible to academic burnout, which is more prevalent among English learners compared to other students (Khattak et al., 2011). This academic burnout could contribute to the development of negative attitudes towards English. Thirdly, the increased difficulty of learning content as students' progress to higher grades and older ages could also contribute to the development of more negative attitudes towards English. Learning content that is perceived as highly stressful can lead to learner fatigue (Noh et al., 2019). Previous studies have shown that increased exposure to language varieties can lead to a more tolerant or positive view of those varieties (Loftheim, 2013; McKenzie, 2008). However, in the present study, the opposite trend is observed, with increased exposure to English resulting in more negative attitudes. This highlights the complex interplay of various factors in shaping language attitudes and emphasizes the need for further research to fully understand the underlying mechanisms.

Science and engineering students in the study exhibited more positive implicit attitudes towards the four English varieties compared to liberal arts students. This finding may be attributed to the fact that science and engineering majors have lower expectations of using English in their future careers, making them more tolerant of accent differences (Yu, 2010). In contrast, liberal arts students have higher expectations regarding the use of English in their prospective jobs, leading to greater demands on accents and a heightened awareness of the diverse English varieties.

It was found that the higher the mother's education, the higher their children's ratings of BRE, and the higher the participants' English proficiency the higher their ratings of BRE. Firstly, it suggests that maternal education plays a significant role in shaping language attitudes. Higher levels of maternal education are often associated with higher socioeconomic status and access to resources that support language learning. Parents with higher education levels may have more knowledge and understanding of the English language, which can positively influence their children's attitudes towards specific English varieties like BRE. Parents with higher education levels may be more likely to provide their children with opportunities for English language exposure and practice, such as enrolling them in English language courses or providing access to English-speaking environments (Liu et al., 2016). This increased exposure and support can contribute to higher English proficiency and more positive attitudes towards prestigious varieties like BRE. Furthermore, the finding that higher English proficiency is associated with higher ratings of BRE suggests that individuals with greater proficiency in English may have a better understanding and appreciation of the linguistic features and characteristics of different English varieties. They may recognize the historical and cultural significance of BRE and perceive it as a prestigious variety. Additionally, individuals with higher English proficiency may have had more

exposure to different English varieties and a better ability to appreciate and value the linguistic diversity within the English language. It is important to note that the relationship between maternal education, English proficiency, and ratings of BRE is correlational, and causality cannot be determined from this study alone. Other factors, such as parental attitudes towards language, cultural influences, and social identity may all influence individuals' attitudes towards different English varieties. Future research can further explore the role of these factors to gain a comprehensive understanding of the mechanisms underlying language attitudes.

CHAPTER 5

CONCLUSION

5.1 Chapter Overview

This chapter summarizes the findings based on the four research objectives (Section 5.2), followed by the implications of the findings (Section 5.3), directions for future research (Section 5.4), and finally, the conclusion (Section 5.5).

5.2 Summary

The aim of this research was to investigate the attitudes of Chinese university students towards English varieties. The specific objectives of the research were: (1) to investigate Chinese university students' implicit attitudes towards varieties of English; (2) to examine Chinese university students' explicit attitudes towards English language and varieties of English; (3) to compare/contrast their implicit and explicit attitudes to identify dimensions of language attitudes that differ in the participants' evaluative judgements; and (4) to analyse the influence of selected demographic variables on their language attitudes. The participants of the study were 500 university students from Beijing, Shanghai, Fuzhou and Guangzhou in China. The research instruments were a questionnaire and a VGT. The VGT was used to elicit participants' implicit attitudes towards the English varieties and the questionnaire was used to elicit explicit attitudes. In the VGT section, participants listened to eight recordings representing BRE, GAE, CME, and HKE accents, each variety recorded separately by a male and a female. Each recorder described a floor plan of the museum in their own words. Participants listened to each recording and rated the variety of English on a bipolar semantic scale containing 16 personality traits. The questionnaire consisted of a section requiring participants to rate the speakers of the four English varieties on the 16

personality traits without any stimuli. This is for triangulation of the data on implicit attitudes towards BRE, GAE, CME and HKE obtained from VGT. The other items in the questionnaire were based on Baker's (1992) classification of language attitudes. The sections were participants' attitudes toward the status and use of English in China, learning of English, and the four English varieties a six-point rating scale was used for the questionnaire items. The VGT data were collected before the questionnaire data. Participants first listened to eight audio recordings and rated the speakers on the bipolar semantic scale immediately after each listening session, followed by answering the questionnaire. The results are summarised in the next four subsections.

5.2.1 Chinese University Students' Implicit Attitudes towards Varieties of English

For implicit attitudes, the VGT results showed that Chinese university students prefer CME to the other three varieties of English. CME speakers are perceived to be significantly more confident than BRE, GAE and HKE speakers, more hardworking than BRE and HKE speakers, more competent than HKE speakers. CME speakers are also considered to have a better sense of humor than BRE speakers. Participants' evaluations of accent varieties elicited stereotypes of speaker groups, especially Chinese as hard-working and competent people and the British as serious people who lack a sense of humor.

The implicit evaluation of CME is more positive than that found in previous studies which used an indirect measurement (Gao & Lin, 2008; Liu & Deng, 2013; Wang & Wang, 2004; Xu & Gao, 2014; Zhao & Chen, 2013). The results of the present study show that CME is rated higher than BRE and GAE, while in these previous studies, CME received lower ratings than these two IC varieties. It indicates that Chinese university students have a more positive implicit attitude towards CME compared to these previous studies.

HKE as an OC variety received the least overall positive rating among the four varieties of English but the ratings were still above the median of 3.5. It is consistent with the evaluation of other OC varieties in the Chinese context. The prior studies (Fang & Yuan, 2011; Xu & Gao, 2014; Shi, 2013;Tévar, 2020) found that Chinese learners also rated Singaporean and Indian English, which are also OC varieties, lower than the native varieties and CME. It is probably because as a regional variety, HKE does not have as much status and social appeal as CME, which is the regional standard variety.

5.2.2 Chinese University Students' Explicit Attitudes towards English Language and Varieties of English

For explicit attitudes, CME speakers received higher ratings compared to BRE, GAE, and HKE. GAE speakers are regarded as less socially attractive than BRE speakers for trustworthy and likeable traits. The results also showed that the Chinese university students had significantly more positive attitudes toward CME than BRE for 13 traits: intelligent, hardworking, well-educated, friendly, competent, likable, humble, ambitious, gentle, fluent, kind, honest and have sense of humor, than GAE and HKE speakers for all 16 traits on both dimensions of status and solidarity. Therefore, CME speakers is considered a variety with higher status and attractiveness than BRE, GAE and HKE speakers. This may be influenced by multiple social factors, such as the image of a prosperous economy and a unified and stable country portrayed by the domestic media, coupled with the good host image established by hosting several major international events since the 2022 Beijing Winter Olympics Games, which has boosted confidence in the country's power.

HKE speakers scored significantly lower than BRE and CME speakers on all 16 traits and lower than GAE on eight traits of intelligent, confident, ambitious, modern, trustworthy, friendly, kind and having sense of humor. Intelligent, confident and ambitious belong to the

status dimension, while modern, trustworthy, friendly, kind and having a sense of humor belong to the solidarity dimension. The HKE as a regional non-standard variety was rated lower than the two native speaker varieties (BRE, GAE) and lower than the regional standard variety CME, which is consistent with the findings of the prior studies (Zhang, 2010; Zhang, 2013). What needs to be emphasized is that the Chinese students did not show solidarity with HKE.

For their attitudes towards English varieties, Chinese university students did not consider BRE, GAE and HKE to be high status English varieties. They had a mildly positive attitude toward CME and believed that China should have its own variety of English to express its unique culture. However, they would rather speak BRE rather than other English varieties.

In terms of learning English/English varieties, the study showed that Chinese university students are not willing to learn CME, despite the positive attitude towards it. This apparent contradiction in attitudes may be because they question the existence of CME or they have a limited awareness of the expressive power of CME to express the unique vocabulary of Chinese politics, economy, and culture. Because English teaching in China has always been extra-normative oriented, Chinese English learners have very little exposure to varieties of English other than IC varieties. Limited exposure to CME makes them unable to appreciate its expressive power, which in turn makes them reluctant to learn it. For learning English, the results showed that Chinese university students were slightly eager to learn and use English because English is valued for giving them social mobility. The slightly more positive attitudes toward learning and using English indicate a cooling of the English frenzy among Chinese learners, while participants are more focused on the international

exchange role and usefulness of English and are aware of the need to become users of English, rather than just focusing on improving English exam skills.

As for the uses of English in China, the present study showed Chinese university students' positive attitude. English was regarded as a language that helped them understand foreign cultures and was appropriate for modern society which can bring more financial returns. However, they did not consider English as having a high status and English speakers as socially attractive, when compared to Chinese people. They believe that most Chinese people use English primarily to communicate with native English speakers rather than with non-native speakers, which is clearly inconsistent with the reality of English being used globally as a lingua franca. This may also be related to the fact that English is used much more frequently as a subject of study and examination than as a means of everyday communication among people in China.

5.2.3 Comparison of Implicit and Explicit Attitudes towards English varieties

When their implicit and explicit attitudes were compared, it showed the similar evaluation patterns between implicit and explicit attitudes. In both the VGT and the questionnaire, CME received the highest ratings, while the two IC varieties received intermediate ratings, and HKE received the lowest rating. However, explicit attitudes and implicit attitudes also exhibit different characteristics. Firstly, there are differences in the attribution of personality traits between explicit and implicit attitudes. Questionnaires found significant differences between BRE and GAE on two characteristics, between CME and two IC varieties on 13 characteristics, between CME, BRE, and HKE on 16 characteristics, and between GAE and HKE on eight characteristics. In VGT, four differences were found between varieties. Secondly, VGT did not find significant differences between the four

varieties, but the questionnaire found significant differences between CME and the other three varieties, as well as between BRE and HKE. The questionnaire also led to evaluations of different ethnic or social identity groups, and found that Chinese university students have a strong sense of Chinese national identity and strong national pride.

When the implicit and explicit ratings of BRE and GAE were compared, GAE was rated higher in VGT than BRE while it was rated lower in questionnaire than BRE. The downgrading of GAE in the questionnaire may indicate that explicit attitudes are influenced more than implicit attitude by socio-politics. When participants were asked directly about their attitudes toward a variety, it triggered evaluations of the socio-political context in which the accent group was located. When the variety-using group being evaluated is perceived by the evaluator as not being friendly enough with the group to which he or she belongs, the variety used by that group is evaluated negatively. And when varieties are evaluated, the participants may respond to stereotypes about the group speaking the accent and the socio-political context.

5.2.4 Influence of Demographic Variables on Chinese University Students' Language Attitudes

The results showed gender, age, dialect area, university, major and grade significantly influence participants' implicit attitudes. It also revealed gender, mothers' educational qualification and self-perceived English proficiency significantly influence participants' explicit attitudes.

The results on gender showed that male Chinese university students have more positive and inclusive implicit and explicit attitudes than female university students. It was discovered the 18-year-old participants had more positive implicit attitudes toward the four

varieties than older participants. Dialect area had influence on participants' implicit attitudes towards CME. Participants whose dialects were Cantonese and Min dialect had significantly higher implicit attitude ratings toward CME than those whose dialects were Northern Mandarin. University had an influence on participants' implicit attitudes towards CME. Participants whose universities were located in South China had more positive implicit attitudes toward CME than those whose universities were located in Central and North China because their desire for Standard Mandarin is likely to be reflected in their attitudes towards CME. Majors have an influence on implicit attitudes. Science and engineering majors have the most positive implicit attitudes, while Liberal art majors have the least positive implicit attitudes. The longer they were in the university (grade level increased), the more negative their implicit attitudes toward the four varieties became. Mother's educational qualification influenced participants' explicit attitudes toward BRE with the higher the mother's education the more positive the explicit attitude of BRE. For explicit attitudes toward BRE, participants with high self-perceived English proficiency reported better attitudes towards BRE than those with poor proficiency.

5.3 Implications of Findings

The present study has theoretical and methodological implications for research on language attitudes, as well as practical and policy implications for English teaching and learning in China.

Firstly, the implications for the theoretical framework in this study are twofold. On one hand, this study contributes to the duality theory of attitudes by exploring the explicit and implicit attitudes of Chinese university students towards English varieties. The study found that Chinese English learners exhibit differences in explicit and implicit attitudes

toward English varieties. This finding supports Wilson et al.'s (2000) view that explicit and implicit attitudes towards the same attitude object can coexist in memory. The finding that implicit attitudes are more stable while explicit attitudes are more susceptible to change also validates the notion that implicit and explicit attitudes do not change at the same rate (Wilson et al., 2000). On the other hand, the current study extends Ryan's (1973) theory of language attitudes, which examines attitudes towards language from the dimensions of status and solidarity. The study designs and utilizes research tools that allow for direct comparison of the dimensions of status and solidarity. The study found clear differences between the state and solidarity factors in explicit attitudes, but these differences were not evident in implicit attitudes. This does not support the empirical findings in many regions of the world so far, where the IC standard varieties often receive positive evaluations in the dimension of status, while non-standard varieties often receive positive evaluations in the dimension of solidarity. This suggests that within individuals, the dimensions of status and solidarity may have more complex relationships. These complex relationships may be culturally related to the investigated regions and may manifest differently in implicit and explicit attitudes. This indicates the need for further exploration of the impact of implicit and explicit attitudes on status and solidarity.

Secondly, the consistency in the pattern of evaluations received by each of the four varieties in this study in direct and indirect measurements suggested that the VGT and questionnaire were equally effective in eliciting participants' attitudes toward language varieties. It suggests that it is necessary to use both direct and indirect methods to investigate explicit and implicit attitudes. This combination allows for a more comprehensive and nuanced assessment of attitudes, providing a more accurate representation of individuals' attitudes and reducing potential biases or limitations associated with using only one method.

Given that differences between directly and indirectly elicited attitudes are often seen as evidence of sustained language attitude change in language attitude studies (Davydova, 2015), this also suggests that Chinese university students' attitudes toward the four English varieties are relatively stable.

Thirdly, as for practical applications of the findings, this study brings some insights into English curriculum, pedagogy, and English textbook compilation in the Chinese context. There are indications that Chinese university students still follow native norms and reject OC and EC English varieties as models for learning. But it is important for them to be exposed to other varieties to make them aware of the status of English because with the development of globalization, people who use English do not communicate only with native speakers. More often than not, they communicate with people from non-English speaking countries like, for example, if they travel to Asian countries for studies, business and pleasure. Hence, the compilation of textbooks with multiple varieties of English should be encouraged. If local culture and various cultures related to English were integrated into English textbooks, it will not only increase learners' understanding of CME its functions and roles, but also make learners aware that anyone can use English as a truly international language to communicate personal positions or cultural traditions. In addition to textbooks, books on the use of English and cultural characteristics of non-native English-speaking countries should be introduced or compiled to improve students' cross-cultural communication skills. Next, the pedagogical implications of this study are that university English classes should pay special attention to the development of students' listening and speaking skills, as this is in accordance with their wishes. They should be exposed to as many varieties of English as possible, especially non-native varieties. Thirdly, universities where faculty availability permits should offer World English courses. Fang and Ren (2018)

designed a course: “Introduction to English as a World Language” found to be conducive to raise their awareness of global English. The positive evaluation of CME by Chinese university students and their ambivalent attitude towards learning it suggest that the time is not yet ripe for mainland Chinese universities to change the currently adopted native language teaching model to a foreign normative teaching model (Huang, 2021), but the time is ripe to adopt a common language teaching mode has arrived.

Fourthly, the findings of this study have policy implications. The unified and stable national image and the call for cultural confidence that China has promoted through large-scale events and the use of domestic media have contributed to the development of Chinese students’ identity, national pride, and cultural confidence, which has further positively influenced their attitudes toward the local variety, suggesting that similar measures can be taken for language varieties that tend to be disadvantaged in terms of language choice and language attitudes. Within a multilingual environment, media using racial/ethnic languages or dialects can enhance racial/ethnic cohesion and strengthen the cultural confidence and racial/ethnic identity of language speakers by producing programs that disseminate excellent culture of their own ethnicity or region. Local governments or ethnic/racial groups regularly or irregularly organize events with local, ethnic or racial characteristics, such as festivals, arts, sports, and religious events. Through these events, racial/ethnic cohesion, cultural confidence and ethnic/racial identity are enhanced, which in turn has a positive impact on the use of ethnic/racial languages or dialects.

5.4 Recommendations for Future Research

The current study found effects of gender, age, grade, university, dialect area, and major on implicit attitudes using VGT. Using a questionnaire, this study found the effects of

gender, mother's educational qualification, and self-perceived English proficiency on explicit attitudes. However, socio-economic background did not influence either implicit or explicit attitudes to the four varieties of English (BRE, GAE, HKE, CME). This finding contradicts several other studies on language attitudes (Bayard et al., 2001; Puah & Ting, 2015; Ting & Puah, 2015). It suggests that future research should further investigate the influence of socio-economic factors on language attitudes because it may explain how parents bring up their children to value English as a gateway to social mobility.

The present study investigated language attitudes on both explicit and implicit levels and found that the same findings were obtained for some aspects of the attitudes, but different findings were obtained for other aspects using the questionnaire and VGT. The attitude models of Chinese university students towards BRE, GAE, HKE, and CME, as revealed by two measurement methods, are the same. Chinese university students have the most positive attitude towards CME, the most negative attitude towards HKE, and a moderate attitude towards the two IC varieties, BRE and GAE. The two measurement methods also exhibit similar patterns in measuring language varieties on the dimensions of status and solidarity. The correlation between status and solidarity is positive within the same measurement method. Implicit attitudes measured by VGT are more influenced by demographic factors and are more stable, while explicit attitudes measured by questionnaires are more easily influenced by social and political factors and are more prone to change. More research is needed in the future to investigate the language attitudes of EFL learners from both implicit and explicit perspectives to attain a better understanding of language attitudes.

The present study found that HKE did not trigger solidarity among mainland Chinese university students in either the VGT or the questionnaire, which may indicate that mainland

students do not view HK people as an internal group. Although there has been further socio-economic integration between HK and mainland China after the 1997 transfer of power, there are also numerous and highly visible ideological and value differences between HK and mainland Chinese due to their different political, economic, and social systems (Ma, 2009). Despite some studies have found that HK students stereotype mainland China in a very negative way, and when HK people are asked to categorize themselves, they tend to choose words related to HK, such as HK people or HK Chinese (e.g., Ladegaard, 2012). Literature examining mainlanders' perceptions of HK people is still quite lacking. As the relationship between China and HK is continuously changing, the influence of socio-political and cultural factors on Chinese learners' English variety attitudes needs to be investigated in longitudinal studies. Further research on the influence of socio-political and cultural factors on Chinese people's English variety attitudes at different times could help predict their English variety attitudes based on different socio-political and cultural factors.

The areas in which BRE and GAE play a role in Chinese society are unclear. Further research is needed on the use of these two IC varieties in news broadcasts, textbooks, audio and video recordings accompanying textbooks, and in popular English publications in China. The employment of foreign teachers who speak BRE and GAE accents in mainland China also needs further investigation, as these are all factors that influence Chinese university students' exposure to English varieties and thus further influence attitudes toward English varieties. The government has taken steps to integrate local Chinese culture China in textbooks. The "Understanding Contemporary China" series, recently published by Foreign Language Teaching and Research Press, helps strengthen the national and cultural identity of Chinese learners, and also expects learners to become "Chinese cultural informants". This series of textbooks covers nine foreign languages including English, Russian, German,

French, Spanish, Arabic, Japanese, Italian, Portuguese and international Chinese, and has been promoted for use in the fall semester of 2022 for undergraduate and graduate students of foreign languages and literature and international students of languages in general undergraduate colleges and universities nationwide. Using Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era as a carrier, it aims to enhance learners' foreign language skills in communicating and presenting a real, three-dimensional and comprehensive China to the international community. The English textbook series includes English Reading and Writing Course, English Speech Course, Chinese-English Translation Course, Advanced Chinese-English Translation Course and Advanced Chinese-English Interpretation Course. The first three books are for undergraduate English majors, translation majors and business English majors in general higher education schools, and the last two books are for graduate students of professional degree in translation, academic degree in translation and academic degree in English language and literature. The writing team of the English textbook series consists of senior professors and key teachers from Beijing Foreign Studies University, Shanghai Foreign Studies University, Beijing Second Foreign Studies Institute and Beijing Language and Culture University. Further research on whether BRE and GAE will still be sought after as models for English language teaching and learning needs to be conducted.

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APPENDICES

Appendix A: The speakers' transcript

BRE female speaker:

When you first enter the museum, you will find yourself at the stairwell which takes it up to the sitting area. This is an ideal place for visitors who want to relax or other perhaps waiting for a guided tour or even family and friends. You will then pass the spacious restaurant which is the perfect place to enjoy a meal. The staffs are extremely friendly and their services are outstanding. They offer a substantial selection of different meal options catering for everyone, the coffee is next door to the restaurant, perfect for a light snack and drink during the day. The baby changing facilities are at the rear of the museum for when your children need a quick freshening up. Next to this is the cloakroom to keep everyone's belonging and finally the toilet is situated next to the cloak room and neighboring the foyer for ultimate convenience.

BRE male speaker:

Good afternoon, ladies and gentlemen, I am here to give you a quick tour of the button museum. If you just come and follow me. Thank you and here you'll find a flight of stairs leading into the sitting area in this room. You will find people sitting down relaxing after walking on the museum. They need quick break. They can sit here and it's very handy for the elderly. If you just turn right, you will see the restaurant just ahead of you, just at the end here, yeah and this restaurant is open five days a week, 8 am till 6 pm and you will find like burgers and all different types of foods pastors being served and yet that's it really and

if you just come and follow me and turn to your left. You will see the cafe, which is open same times every day, Monday to Friday. And here, you'll have more just light refreshments like sandwiches, snacks, fruit, et cetera, et cetera. So if you come and follow me, we head back into the sitting area and if you turn to your right to this corridor and turn to your left. Here you'll have the baby changing facilities where you can like change the baby stuff and yeah, that's it really and if you could just come and follow me, no. Not that door, that's for staff only. So turn right into the sitting area and then turn right again and you'll have the cloakroom where you can like hang up all of your coats or jackets et cetera, instead of like carrying it around with you all the time and then just come and follow me and then the room close to the step says are the toilet. Thank you.

GAE female speaker:

Hi, this is the museum. So when you first enter it, you will go down some stairs and you will enter a sitting area in the sitting area. There's a lot of different options for you to relax once you're done relaxing it. You can then move on to the restaurant, have a nice big meal if you don't want a big meal, you can go to room four, which is the cafe. There, you could have a lighter meal, something quick and easy. Once you're done in the cafe, you can go back to the sitting area to enter the baby changing facilities. So if you have a child and you need to change them, this is the place to go. After that, you can drop off your items at the cloak room, so if you have any big coats or anything like that, and then finally, if you need to use the bathroom, you can find it in room seven where the toilets.

GAE male speaker:

Thank you for visiting our museum. These are the stairs downstairs, please mind your step once you come into the sitting area. You'll see that we have five chairs and two sofas, oh, be careful there, and then if you walk to the right, you'll get to our restaurant where we serve sushi, and if for folks who just wanted to coffee or tea. We have a cafe and you just walk back a little bit through this door here and then further in the back of the sitting area. Off to the left here, there's a baby changing facilities, which we have placed far away from the bathrooms for some reason, so coming down from there to there's a cloak room, which I guess the order that you would have probably wanted to know. This is from the sitting area. You can put your clothes coats in the cloak room, then we have actually an empty room, which I am not really at liberty to discuss, and then finally, the bathrooms are over here off to your left, please keep the door closed at all times. Thank you.

HKE female speaker:

Hi, I'm the curator of the museum and I will be introducing the underground facilities of the museum. After you walk downstairs, you will be at the sitting area where you can take a seat and have a rest. And if you need some food and drinks, the restaurant is at the top right hand corner of the map and the cafe is on the bottom right hand corner. If you come with a baby and need private spaces for changing the baby, changing facilities is on the top left hand corner of the map. And by the baby changing facilities, it is where the clock room located. If you need to go, if you need to go to the bathroom, the bathroom is just at the bottom left hand corner of the map. Thank you.

HKE male speaker:

Hello, visitors. I'm the creator of the museum is my great honor to introduce the facilities of our museum to you guys today. When you walk out of the stair, the first place you see is sitting area. There are five chairs in this area for tourists to sit. Go right to the end of the sitting area and you will see the big dining room inside. Besides the restaurant is the cafe. After eating in the restaurant, you can also go to the cafe to relax. There is a baby changing room on the left near the sitting area, it provides facilities for changing baby supplies. And father outside is the toilet, which is located next to the stair. Uh, located highway between baby changing facilities and toilets is the cloakroom.

CME female speaker:

Good morning everyone and welcome to the museum. Then let me introduce each facilities of our museum. Firstly you need to go downstairs and then you will find a sitting area. There are some sofas and chairs that rest yourself. Besides if you want to eat something we have a restaurant which you can departure from the sitting area and then turn right into the corridor, you will say it. We also have a cafe so when you were still in the sitting area, just turn right into the corridor. Moreover, if you take babies we have baby changing facilities and you can cross the sitting area and go straight along the corridor. Then turn left and you will find it. And we provide a cloak room for you. It is nice to the baby changing facilities. Furthermore, we also have toilets. When you go downstairs they are on your left. Okay, this is an introduction to the various facilities of the museum. Thank you.

CME male speaker:

Hello everyone. Welcome to our museum. I am the curator of this museum. You can call me David today. I will accompany you to visit this museum underground facilities. Here is the stairs is the only entrance to the underground facility. Please be careful not to trip over the

stairs. Those upholstered sofas in front of you is a sitting area. If you are tired, just say just say down to have a break. Well, it is twelve noon. It’s time to have lunch. The restaurant is on your right, which delivers fantastic food to our guests. Cafe is on the opposite side. You can also buy drinks and simple meals in this area. You can see three doors on your left. This door leads to the baby changing for these facilities. We offer it to those families in need. The middle one is to the cloak room and the nearest one needs to the toilet. I sincerely hope all of you will enjoy this trip and thank you.

Appendix B: Reference for Each Item of the Questionnaire

Section A：English and I	References
1. I learn English because I like it.	Newly complied
2. I learn English because I want to pass examinations.	(Young, 2006)
3. I learn English because I want to find better jobs.	(Young, 2006)
4. I think it is easier to get a job if I speak English like native speakers.	Adapt from (Qian & Liu , 2016)
5. I think the Chinese language is superior to English.	Adapt from (Chew, 2013)
6. I think Chinese is richer than English in meaning.	Adapt from (Kircher, 2009)
7. I think Chinese is a more beautiful language than English.	Adapt from (Kircher, 2009)
8. When I speak English, I want to be identified clearly as Chinese.	(Yu, 2010)
9. I feel uncomfortable when hearing one Chinese speaking English to another Chinese.	Adapt from (Liu & Zhao, 2011)
10. When using English, I feel that I lose my Chinese-ness	Adapt from (Liu & Zhao, 2011).
11. I try to hide my Chinese accent when speaking English with foreigners.	Adapt from (Tokumoto & Shibata, 2011)
12. I lack confidence when speaking English.	Adapt from (Liu & Zhao, 2011).
13. I am confident in my English pronunciation.	(Tokumoto & Shibata, 2011)
14. Knowing English is an important part of my personal identity.	(Kircher, 2009)

15. I feel comfortable when using English.	(Young, 2006)
16. I love talking with foreigners in English.	(Young, 2006)
17. I enjoy reading English materials.	Adapt from (Liu & Zhao, 2011).
18. I enjoy writing in English.	Adapt from (Young, 2006)
19. I enjoy listening in English.	Adapt from (Young, 2006)
20. Native speakers of English can easily understand my non-native English accent.	Adapt from (Tokumoto & Shibata, 2011)
21. Non-native speakers of English can easily understand my non-native English accent.	Adapt from (Tokumoto & Shibata, 2011)
Section B: Attitudes Towards British English Speakers	
1. British English speakers are intelligent.	Adapted from (Tan & Castelli, 2013)
2. British English speakers are confident.	
3. British English speakers are hardworking.	
4. British English speakers are well-educated.	
5. British English speakers are competent.	
6. British English speakers are fluent.	
7. British English speakers are ambitious.	
8. British English speakers are modern.	
9. British English speakers are trustworthy.	
10. British English speakers are friendly.	
11. British English speakers are honest.	
12. British English speakers are kind.	

13. British English speakers are gentle.	
14. British English speakers are humble.	
15. British English speakers are likeable.	
16. British English speakers have sense of humor.	
Section C: Uses of English	References
1. Most Chinese need English to communicate mainly with native English speakers.	(He & Li, 2009)
2. Most Chinese need English to communicate mainly with non-native English speakers (who are not from Mainland China).	Adapt from (He & Li, 2009)
3. English is enjoying a high status in Mainland China.	Adapt from (Liu & Zhao,2011)
4. English is a symbol of an educated person.	(Young, 2006)
5. English is a language that is well suited to modern society.	(Kircher, 2009)
6. English is a language that is good for expressing feelings and emotions.	(Kircher, 2009)
7. English is a language that is important to know in order to get far in life.	(Kircher, 2009)
8. English is a language that is helpful in understanding the culture of foreigners.	Adapt from (Liu & Zhao,2011)
Section D: Attitudes Towards American English Speakers	References
1. American English speakers are intelligent.	Adapted from (Tan & Castelli, 2013)
2. American English speakers are confident.	
3. American English speakers are hardworking.	

4. American English speakers are well-educated.	
5. American English speakers are competent.	
6. American English speakers are fluent.	
7. American English speakers are ambitious.	
8. American English speakers are modern.	
9. American English speakers are trustworthy.	
10. American English speakers are friendly.	
11. American English speakers are honest.	
12. American English speakers are kind.	
13. American English speakers are gentle.	
14. American English speakers are humble.	
15. American English speakers are likeable.	
16. American variety English speakers have sense of humor.	
Section E: Attitudes Towards English Varieties	References
1. Native English sounds more beautiful than non-native English.	Adapt from (Qian & Liu , 2016)
2. Native English sounds more authentic than non-native English.	Adapt from (Qian & Liu , 2016)
3. Non-native English has many grammatical mistakes.	Adapt from (Qian & Liu , 2016)
4. I think British English is a high-status variety.	Adapt from (Davydova, 2020)

5. I speak English like the British.	Adapt from (Tokumoto & Shibata 2011)
6. I would like to sound like a British speaker.	Adapt from (Tsunemoto & McDonough, 2021)
7. I think American English is a high-status variety.	Adapt from (Davydova, 2020)
8. I speak English like Americans.	Adapt from (Tokumoto & Shibata 2011)
9. I would like to sound like an American speaker.	Adapt from (Tsunemoto & McDonough, 2021)
10. I have heard of “World Englishes”.	(He & Li, 2009)
11. I have heard of “Hong Kong English”.	Adapt from (He & Li, 2009)
12. I think Hong Kong English is a high-status variety.	Adapt from (Davydova, 2020)
13. I speak English like Hong Kong people.	Adapt from (Tokumoto & Shibata 2011)
14. I would like to sound like a Hong Kong English speaker.	Adapt from (Tsunemoto & McDonough, 2021)
15. I have heard of “China English”.	(He, D. & Li, D., 2009)
16. I think China English is a high-status variety.	Adapt from (Davydova, 2020)
17. I speak English like other Chinese in mainland China.	Adapt from (Tokumoto & Shibata 2011)
18. I would like to sound like a Chinese English speaker.	Adapt from (Tsunemoto & McDonough, 2021)

19. I think China should have its own variety of English to express ideas specific to Chinese culture.	(He & Li, 2009)
20. Which is the best name to give to the English spoken by people in China?	Newly complied
Section F: Attitudes Towards Hong Kong English Speakers	References
1. Hong Kong English speakers are intelligent.	Adapted from (Tan & Castelli, 2013)
2. Hong Kong English speakers are confident.	
3. Hong Kong English speakers are hardworking.	
4. Hong Kong English speakers are well-educated.	
5. Hong Kong English speakers are competent.	
6. Hong Kong English speakers are fluent.	
7. Hong Kong English speakers are ambitious.	
8. Hong Kong English speakers are modern.	
9. Hong Kong English speakers are trustworthy.	
10. Hong Kong English speakers are friendly.	
11. Hong Kong English speakers are honest.	
12. Hong Kong English speakers are kind.	
13. Hong Kong English speakers are gentle.	
14. Hong Kong English speakers are humble.	
15. Hong Kong English speakers are likeable.	
16. Hong Kong English speakers have sense of humor.	
Section G: Attitudes Towards Learning English	References

1. Students should learn native-speaker models of English (e.g., British or American English)	Newly complied
2. I prefer native speakers rather than non-native speakers as my English teachers.	(Yu , 2010)
3. It is difficult for me to accept non-native English teachers' accent.	(Qian & Liu , 2016)
4. Learning non-native English is acceptable, since English is a tool for communication and understanding is enough.	Adapt from (Qian & Liu, 2016)
5. British English is the major variety of English used in our textbooks.	Adapt from (He & Li , 2009)
6. American English is the major variety of English used in our textbooks.	Adapt from (He & Li , 2009)
7. British English is the best model for Chinese learners of English.	(Yu , 2010)
8. American English is the best model for Chinese learners of English.	(Yu , 2010)
9. Hong Kong English is the best model for Chinese learners of English.	Adapt from (Yu , 2010)
10. China English is the best model for Chinese learners of English.	Adapt from (Yu , 2010)
11. Students should learn "China English".	Newly complied
Section H: Attitudes Towards China mainland English Speakers	References
1. China mainland English speakers are intelligent.	Adapted from (Tan & Castelli, 2013)
2. China mainland English speakers are confident.	
3. China mainland English speakers are hardworking.	

4. China mainland English speakers are well-educated.	
5. China mainland English speakers are competent.	
6. China mainland English speakers are fluent.	
7. China mainland English speakers are ambitious.	
8. China mainland English speakers are modern.	
9. China mainland English speakers are trustworthy.	
10. China mainland English speakers are friendly.	
11. China mainland English speakers are honest.	
12. China mainland English speakers are kind.	
13. China mainland English speakers are gentle.	
14. China mainland English speakers are humble.	
15. China mainland English speakers are likeable.	
16. China mainland English speakers have sense of humor.	

Appendix C: Chinese Versions of the Bipolar Semantic Scale and the Questionnaire

“英语”主题问卷

亲爱的同学们：

这份问卷与一项学术研究有关。这些问题没有对错的答案，在没有其他人帮助的情况下填写调查问卷是很重要的，以便答案反映您自己的观点。您在本问卷中给出的答案将保持匿名。非常感谢！

第一部分：在这一部分，你会听到 8 个人用英语介绍博物馆设施的分布图。听录音，然后在不同特性上评价每位发言者。例如，1=非常不聪明，6=非常聪明。

发言者 1：

不聪明	1	2	3	4	5	6	聪明
不自信	1	2	3	4	5	6	自信
懒惰	1	2	3	4	5	6	勤劳
文化程度低	1	2	3	4	5	6	文化程度高
无能	1	2	3	4	5	6	有能力
不流利	1	2	3	4	5	6	流利
胸无大志	1	2	3	4	5	6	有远大抱负
传统	1	2	3	4	5	6	时髦
可信	1	2	3	4	5	6	不可信
不友好	1	2	3	4	5	6	友好
不诚实	1	2	3	4	5	6	诚实
不善良	1	2	3	4	5	6	善良
不温和	1	2	3	4	5	6	温和
骄傲	1	2	3	4	5	6	谦虚
不讨人喜欢	1	2	3	4	5	6	讨人喜欢
没有幽默感	1	2	3	4	5	6	没有幽默感

发言者 2：

不聪明	1	2	3	4	5	6	聪明
不自信	1	2	3	4	5	6	自信
懒惰	1	2	3	4	5	6	勤劳
文化程度低	1	2	3	4	5	6	文化程度高
无能	1	2	3	4	5	6	有能力
不流利	1	2	3	4	5	6	流利
胸无大志	1	2	3	4	5	6	有远大抱负
传统	1	2	3	4	5	6	时髦
可信	1	2	3	4	5	6	不可信
不友好	1	2	3	4	5	6	友好
不诚实	1	2	3	4	5	6	诚实
不善良	1	2	3	4	5	6	善良
不温和	1	2	3	4	5	6	温和
骄傲	1	2	3	4	5	6	谦虚
不讨人喜欢	1	2	3	4	5	6	讨人喜欢
没有幽默感	1	2	3	4	5	6	没有幽默感

发言者 3：

不聪明	1	2	3	4	5	6	聪明
不自信	1	2	3	4	5	6	自信
懒惰	1	2	3	4	5	6	勤劳
文化程度低	1	2	3	4	5	6	文化程度高
无能	1	2	3	4	5	6	有能力
不流利	1	2	3	4	5	6	流利
胸无大志	1	2	3	4	5	6	有远大抱负
传统	1	2	3	4	5	6	时髦
可信	1	2	3	4	5	6	不可信
不友好	1	2	3	4	5	6	友好
不诚实	1	2	3	4	5	6	诚实
不善良	1	2	3	4	5	6	善良
不温和	1	2	3	4	5	6	温和
骄傲	1	2	3	4	5	6	谦虚
不讨人喜欢	1	2	3	4	5	6	讨人喜欢
没有幽默感	1	2	3	4	5	6	没有幽默感

发言者 4：

不聪明	1	2	3	4	5	6	聪明
不自信	1	2	3	4	5	6	自信
懒惰	1	2	3	4	5	6	勤劳
文化程度低	1	2	3	4	5	6	文化程度高
无能	1	2	3	4	5	6	有能力
不流利	1	2	3	4	5	6	流利
胸无大志	1	2	3	4	5	6	有远大抱负
传统	1	2	3	4	5	6	时髦
可信	1	2	3	4	5	6	不可信
不友好	1	2	3	4	5	6	友好
不诚实	1	2	3	4	5	6	诚实
不善良	1	2	3	4	5	6	善良
不温和	1	2	3	4	5	6	温和
骄傲	1	2	3	4	5	6	谦虚
不讨人喜欢	1	2	3	4	5	6	讨人喜欢
没有幽默感	1	2	3	4	5	6	没有幽默感

发言者 5：

不聪明	1	2	3	4	5	6	聪明
不自信	1	2	3	4	5	6	自信
懒惰	1	2	3	4	5	6	勤劳
文化程度低	1	2	3	4	5	6	文化程度高
无能	1	2	3	4	5	6	有能力
不流利	1	2	3	4	5	6	流利
胸无大志	1	2	3	4	5	6	有远大抱负
传统	1	2	3	4	5	6	时髦
可信	1	2	3	4	5	6	不可信
不友好	1	2	3	4	5	6	友好
不诚实	1	2	3	4	5	6	诚实
不善良	1	2	3	4	5	6	善良
不温和	1	2	3	4	5	6	温和
骄傲	1	2	3	4	5	6	谦虚
不讨人喜欢	1	2	3	4	5	6	讨人喜欢
没有幽默感	1	2	3	4	5	6	没有幽默感

发言者 6：

不聪明	1	2	3	4	5	6	聪明
不自信	1	2	3	4	5	6	自信
懒惰	1	2	3	4	5	6	勤劳
文化程度低	1	2	3	4	5	6	文化程度高
无能	1	2	3	4	5	6	有能力
不流利	1	2	3	4	5	6	流利
胸无大志	1	2	3	4	5	6	有远大抱负
传统	1	2	3	4	5	6	时髦
可信	1	2	3	4	5	6	不可信
不友好	1	2	3	4	5	6	友好
不诚实	1	2	3	4	5	6	诚实
不善良	1	2	3	4	5	6	善良
不温和	1	2	3	4	5	6	温和
骄傲	1	2	3	4	5	6	谦虚
不讨人喜欢	1	2	3	4	5	6	讨人喜欢
没有幽默感	1	2	3	4	5	6	没有幽默感

发言者 7：

不聪明	1	2	3	4	5	6	聪明
不自信	1	2	3	4	5	6	自信
懒惰	1	2	3	4	5	6	勤劳
文化程度低	1	2	3	4	5	6	文化程度高
无能	1	2	3	4	5	6	有能力
不流利	1	2	3	4	5	6	流利
胸无大志	1	2	3	4	5	6	有远大抱负
传统	1	2	3	4	5	6	时髦
可信	1	2	3	4	5	6	不可信
不友好	1	2	3	4	5	6	友好
不诚实	1	2	3	4	5	6	诚实
不善良	1	2	3	4	5	6	善良
不温和	1	2	3	4	5	6	温和
骄傲	1	2	3	4	5	6	谦虚
不讨人喜欢	1	2	3	4	5	6	讨人喜欢
没有幽默感	1	2	3	4	5	6	没有幽默感

发言者 8：

不聪明	1	2	3	4	5	6	聪明
不自信	1	2	3	4	5	6	自信
懒惰	1	2	3	4	5	6	勤劳
文化程度低	1	2	3	4	5	6	文化程度高
无能	1	2	3	4	5	6	有能力
不流利	1	2	3	4	5	6	流利
胸无大志	1	2	3	4	5	6	有远大抱负
传统	1	2	3	4	5	6	时髦
可信	1	2	3	4	5	6	不可信
不友好	1	2	3	4	5	6	友好
不诚实	1	2	3	4	5	6	诚实
不善良	1	2	3	4	5	6	善良
不温和	1	2	3	4	5	6	温和
骄傲	1	2	3	4	5	6	谦虚
不讨人喜欢	1	2	3	4	5	6	讨人喜欢
没有幽默感	1	2	3	4	5	6	没有幽默感

第二部分：

请注意：以英语为母语的人是指英国美国加拿大澳大利亚新西兰等国将英语作为母语的人。

第一节：英语与我	完全不同意	不同意	有点不同意	有点同意	同意	完全同意
1. 我学习英语是因为我喜欢它。	1	2	3	4	5	6
2. 我学习英语是因为我想通过考试。	1	2	3	4	5	6
3. 我学习英语是因为我想找更好的工作。	1	2	3	4	5	6
4. 我认为如果我像英语母语者一样说英语，找工作就容易多了。	1	2	3	4	5	6
5. 我认为汉语优于英语。	1	2	3	4	5	6
6. 我认为汉语的意思比英语丰富。	1	2	3	4	5	6

7.我认为汉语比英语更美。	1	2	3	4	5	6
8.当我说英语时，我想被清楚地识别为中国人。	1	2	3	4	5	6
9.当听到一个中国人对另一个中国人说英语时，我感到不舒服。	1	2	3	4	5	6
10.当我使用英语时，我觉得我失去了中国人身份。	1	2	3	4	5	6
11.当我和外国人说英语时，我尽量隐藏我的中国口音。	1	2	3	4	5	6
12.我说英语时缺乏自信。	1	2	3	4	5	6
13.我对我的英语发音很有信心。	1	2	3	4	5	6
14.懂英语是我个人身份的重要组成部分。	1	2	3	4	5	6
15.我用英语时感觉很舒服。	1	2	3	4	5	6
16.我喜欢用英语和外国人交谈。	1	2	3	4	5	6
17.我喜欢阅读英语材料。	1	2	3	4	5	6
18.我喜欢用英语写作。	1	2	3	4	5	6
19.我喜欢听英语。	1	2	3	4	5	6
20.以英语为母语的人很容易理解我的非母语英语口音。	1	2	3	4	5	6
21.非英语母语者很容易理解我的非英语母语口音。	1	2	3	4	5	6
第二节：对说英式英语的人的看法	完全不同意	不同意	有点不同意	有点同意	同意	完全同意
1.说英式英语的人聪明。	1	2	3	4	5	6
2.说英式英语的人自信。	1	2	3	4	5	6
3. 说英式英语的人勤劳。	1	2	3	4	5	6
4. 说英式英语的人文化程度高。	1	2	3	4	5	6
5. 说英式英语的人有能力。	1	2	3	4	5	6
6. 说英式英语听起来更流畅。	1	2	3	4	5	6
7. 说英式英语的人有远大抱负。	1	2	3	4	5	6
8. 说英式英语的人时髦。	1	2	3	4	5	6

9. 说英式英语的人值得信赖。	1	2	3	4	5	6
10. 说英式英语的人友好。	1	2	3	4	5	6
11. 说英式英语的人诚实。	1	2	3	4	5	6
12. 说英式英语的人善良。	1	2	3	4	5	6
13. 说英式英语的人温和。	1	2	3	4	5	6
14. 说英式英语的人谦虚。	1	2	3	4	5	6
15. 说英式英语的人招人喜欢。	1	2	3	4	5	6
16. 说英式英语的人有幽默感。	1	2	3	4	5	6
第三节：英语的使用	完全不同意	不同意	有点不同意	有点同意	同意	完全同意
1.大多数中国人需要英语来与母语为英语的人进行交流。	1	2	3	4	5	6
2.大多数中国人需要用英语来主要与母语为非英语的人交流。	1	2	3	4	5	6
3.英语在中国大陆享有很高的地位。	1	2	3	4	5	6
4.英语是受过教育的人的象征。	1	2	3	4	5	6
5.英语是一种非常适合现代社会的语言。	1	2	3	4	5	6
6.英语是一种善于表达感情和情感的语言。	1	2	3	4	5	6
7.英语是一门重要的语言，要想在生活中走得更远，就必须了解它。	1	2	3	4	5	6
8.英语是一种有助于了解外国人文化的语言。	1	2	3	4	5	6
第四节：对说美式英语的人的看法	完全不同意	不同意	有点不同意	有点同意	同意	完全同意
1.说美式英语的人聪明。	1	2	3	4	5	6
2. 说美式英语的人自信。	1	2	3	4	5	6
3. 说美式英语的人勤劳。	1	2	3	4	5	6
4. 说美式英语的人文化程度高。	1	2	3	4	5	6
5. 说美式英语的人有能力。	1	2	3	4	5	6

6. 说美式英语的人听起来流畅。	1	2	3	4	5	6
7. 说美式英语的人有远大抱负。	1	2	3	4	5	6
8. 说美式英语的人时髦。	1	2	3	4	5	6
9. 说美式英语的人值得信赖。	1	2	3	4	5	6
10. 说美式英语的人友好。	1	2	3	4	5	6
11. 说美式英语的人诚实。	1	2	3	4	5	6
12. 说美式英语的人善良。	1	2	3	4	5	6
13. 说美式英语的人温和。	1	2	3	4	5	6
14. 说美式英语的人谦虚。	1	2	3	4	5	6
15. 说美式英语的人讨人喜欢。	1	2	3	4	5	6
16. 说美式英语的人有幽默感。	1	2	3	4	5	6
第五节：对不同英语品种的态度	完全不同意	不同意	有点不同意	有点同意	同意	完全同意
1.母语英语听起来比非母语英语更优美。	1	2	3	4	5	6
2. 母语英语听起来比非母语英语更正宗。	1	2	3	4	5	6
3. 非母语英语有许多语法错误。	1	2	3	4	5	6
4. 我认为英国英语是一种地位很高的品种。	1	2	3	4	5	6
5. 我说英语像英国人。	1	2	3	4	5	6
6.我希望我说起英语来听起来是英国人。	1	2	3	4	5	6
7.我认为美式英语是一种地位很高的品种。	1	2	3	4	5	6
8.我说英语像美国人。	1	2	3	4	5	6
9.我希望我说起英语来听起来是美国人。	1	2	3	4	5	6
10.我听说过“世界英语”。	1	2	3	4	5	6
11.我听说过“香港英语”。	1	2	3	4	5	6
12.我认为香港英语是一个地位很高的品种。	1	2	3	4	5	6
13.我说英语像香港人。	1	2	3	4	5	6

14.我希望我说英语时听起来是香港人。	1	2	3	4	5	6
15.我听说过“中国英语”。	1	2	3	4	5	6
16.我认为中国大陆英语是一个地位很高的品种。	1	2	3	4	5	6
17.我说英语像其他中国大陆人一样。	1	2	3	4	5	6
18.我希望我说起英语来一听就知道我是中国人。	1	2	3	4	5	6
19.我认为中国应该有自己的英语品种来表达特有的中国文化。	1	2	3	4	5	6
20.下列哪项是指代中国人所说的英语的最佳表达？						
○Chinese English						
○China English						
○或者是 Chinese English 或者是 China English ，两者对我来说都一样						
第六节：对说香港英语的人的看法	完全不同意	不同意	有点不同意	有点同意	同意	完全同意
1.说香港英语的人聪明。	1	2	3	4	5	6
2.说香港英语的人自信。	1	2	3	4	5	6
3.说香港英语的人勤劳。	1	2	3	4	5	6
4.说香港英语的人文化程度高。	1	2	3	4	5	6
5.说香港英语的人有能力。	1	2	3	4	5	6
6.说香港英语的人听起来流畅。	1	2	3	4	5	6
7.说香港英语的人有远大抱负。	1	2	3	4	5	6
8.说香港英语的人时髦。	1	2	3	4	5	6
9.说香港英语的人值得信赖。	1	2	3	4	5	6
10.说香港英语的人友好。	1	2	3	4	5	6
11.说香港英语的人诚实。	1	2	3	4	5	6
12.说香港英语的人善良。	1	2	3	4	5	6
13.说香港英语的人温和。	1	2	3	4	5	6

14. 说香港英语的人谦虚。	1	2	3	4	5	6
15. 说香港英语的人讨人喜欢。	1	2	3	4	5	6
16. 说香港英语的人有幽默感。	1	2	3	4	5	6
第七节：学习英语的态度	完全不同意	不同意	有点不同意	有点同意	同意	完全同意
1. 学生应学习以英语为母语的模式（如英式英语或美式英语）	1	2	3	4	5	6
2. 我更喜欢我的的英语老师是以英语为母语的人，而不是非母语的人。	1	2	3	4	5	6
3. 我很难接受非母语英语教师的口音。	1	2	3	4	5	6
4. 学习非母语英语是可以接受的，因为英语是交流的工具，理解就足够了。	1	2	3	4	5	6
5. 英式英语是我们教科书中使用的主要英语品种。	1	2	3	4	5	6
6. 美式英语是我们教科书中使用的主要英语品种。	1	2	3	4	5	6
7. 英式英语是中国英语学习者学习英语的最佳模式。	1	2	3	4	5	6
8. 美式英语是中国英语学习者学习英语的最佳模式。	1	2	3	4	5	6
9. 香港英语是中国英语学习者学习英语的最佳模式。	1	2	3	4	5	6
10. 中国英语是中国英语学习者学习英语的最佳模式。	1	2	3	4	5	6
11. 学生应学习“中国英语”。	1	2	3	4	5	6
第八节：对说中国大陆英语的人的看法	完全不同意	不同意	有点不同意	有点同意	同意	完全同意
1. 说中国大陆英语的人聪明。	1	2	3	4	5	6
2. 说中国大陆英语的人自信。	1	2	3	4	5	6

3. 说中国大陆英语的人勤劳。	1	2	3	4	5	6
4. 说中国大陆英语的人文化程度高。	1	2	3	4	5	6
5. 说中国大陆英语的人有能力。	1	2	3	4	5	6
6. 说中国大陆英语的人听起来流畅。	1	2	3	4	5	6
7. 说中国大陆英语的人有远大抱负。	1	2	3	4	5	6
8. 说中国大陆英语的人时髦。	1	2	3	4	5	6
9. 说中国大陆英语的人值得信赖。	1	2	3	4	5	6
10. 说中国大陆英语的人友好。	1	2	3	4	5	6
11. 说中国大陆英语的人诚实。	1	2	3	4	5	6
12. 说中国大陆英语的人善良。	1	2	3	4	5	6
13. 说中国大陆英语的人温和。	1	2	3	4	5	6
14. 说中国大陆英语的人谦虚。	1	2	3	4	5	6
15. 说中国大陆英语的人讨人喜欢。	1	2	3	4	5	6
16. 说中国大陆英语的人有幽默感。	1	2	3	4	5	6

第三部分：非常感谢您的合作！您提供的信息对我们的研究非常有价值！为了对相关信息进行全面分析，我们需要您的一些个人信息，这些信息将严格保密。请直接勾选或在线填写。

1. 你的性别 ○男 ○女

2. 你的年龄 _____

3. 家庭年收入

○10 万元以下（含 10 万）

○10-20 万元（含 20 万）

○20-40 万元（含 40 万）

○高于 40 万

4. 父亲的文化程度

○小学及以下

○中学

○高中

○大学或以上学历

5. 母亲的文化程度

○小学及以下

○中学

○高中

○大学或以上学历

6. 你父亲的职业是 _____

7. 你母亲的职业是 _____

8. 你的英语水平

○非常好

○还不错

○一般

○不好

○很差

9. 你的方言是

○北方方言（官话方言）

○吴方言

○湘方言

○赣方言

○客家方言

○闽方言

○粤方言

10. 您所在或者毕业的高校名称：_____

11.你的专业是

○文科 ○理工科 ○音体美等艺术类 ○其他 _____

12. 目前上 ○大一 ○大二 ○大三 ○大四

Appendix D: English Versions of the Bipolar Semantic Scale and the Questionnaire

Questionnaire on the topic of "English"

Dear students,

This questionnaire is related to an academic study. There are no right or wrong answers to these questions, and it is important that you complete the questionnaire without the help of others so that the answers reflect your own opinions. The answers you give in this questionnaire will remain anonymous. Thank you very much!

Part 1: In this part, you will hear eight people describe the distribution map of the museum facilities in English. Listen to the recording and then rate each speaker on a different characteristic. For example, 1 = very unintelligent and 6 = very intelligent.

Speaker 1:

Not intelligent	1	2	3	4	5	6	Intelligent
Not confident	1	2	3	4	5	6	Confident
Lazy	1	2	3	4	5	6	Hardworking
Poorly-educated	1	2	3	4	5	6	Well-educated
Incompetent	1	2	3	4	5	6	Competent
Not fluent	1	2	3	4	5	6	Fluent
Unambitious	1	2	3	4	5	6	Ambitious
Traditional	1	2	3	4	5	6	Modern
Untrustworthy	1	2	3	4	5	6	Trustworthy
Unfriendly	1	2	3	4	5	6	Friendly
Dishonest	1	2	3	4	5	6	Honest
Unkind	1	2	3	4	5	6	Kind
Not gentle	1	2	3	4	5	6	Gentle
Proud	1	2	3	4	5	6	Humble
Not likeable	1	2	3	4	5	6	Likeable
Have no sense of humor	1	2	3	4	5	6	Have sense of humor

Speaker 2:

Not intelligent	1	2	3	4	5	6	Intelligent
Not confident	1	2	3	4	5	6	Confident
Lazy	1	2	3	4	5	6	Hardworking
Poorly-educated	1	2	3	4	5	6	Well-educated
Incompetent	1	2	3	4	5	6	Competent
Not fluent	1	2	3	4	5	6	Fluent
Unambitious	1	2	3	4	5	6	Ambitious
Traditional	1	2	3	4	5	6	Modern
Untrustworthy	1	2	3	4	5	6	Trustworthy
Unfriendly	1	2	3	4	5	6	Friendly
Dishonest	1	2	3	4	5	6	Honest
Unkind	1	2	3	4	5	6	Kind
Not gentle	1	2	3	4	5	6	Gentle
Proud	1	2	3	4	5	6	Humble
Not likeable	1	2	3	4	5	6	Likeable
Have no sense of humor	1	2	3	4	5	6	Have sense of humor

Speaker 3:

Not intelligent	1	2	3	4	5	6	Intelligent
Not confident	1	2	3	4	5	6	Confident
Lazy	1	2	3	4	5	6	Hardworking
Poorly-educated	1	2	3	4	5	6	Well-educated
Incompetent	1	2	3	4	5	6	Competent
Not fluent	1	2	3	4	5	6	Fluent
Unambitious	1	2	3	4	5	6	Ambitious
Traditional	1	2	3	4	5	6	Modern
Untrustworthy	1	2	3	4	5	6	Trustworthy
Unfriendly	1	2	3	4	5	6	Friendly
Dishonest	1	2	3	4	5	6	Honest
Unkind	1	2	3	4	5	6	Kind
Not gentle	1	2	3	4	5	6	Gentle
Proud	1	2	3	4	5	6	Humble
Not likeable	1	2	3	4	5	6	Likeable
Have no sense of humor	1	2	3	4	5	6	Have sense of humor

Speaker 4:

Not intelligent	1	2	3	4	5	6	Intelligent
Not confident	1	2	3	4	5	6	Confident
Lazy	1	2	3	4	5	6	Hardworking
Poorly-educated	1	2	3	4	5	6	Well-educated
Incompetent	1	2	3	4	5	6	Competent
Not fluent	1	2	3	4	5	6	Fluent
Unambitious	1	2	3	4	5	6	Ambitious
Traditional	1	2	3	4	5	6	Modern
Untrustworthy	1	2	3	4	5	6	Trustworthy
Unfriendly	1	2	3	4	5	6	Friendly
Dishonest	1	2	3	4	5	6	Honest
Unkind	1	2	3	4	5	6	Kind
Not gentle	1	2	3	4	5	6	Gentle
Proud	1	2	3	4	5	6	Humble
Not likeable	1	2	3	4	5	6	Likeable
Have no sense of humor	1	2	3	4	5	6	Have sense of humor

Speaker 5:

Not intelligent	1	2	3	4	5	6	Intelligent
Not confident	1	2	3	4	5	6	Confident
Lazy	1	2	3	4	5	6	Hardworking
Poorly-educated	1	2	3	4	5	6	Well-educated
Incompetent	1	2	3	4	5	6	Competent
Not fluent	1	2	3	4	5	6	Fluent
Unambitious	1	2	3	4	5	6	Ambitious
Traditional	1	2	3	4	5	6	Modern
Untrustworthy	1	2	3	4	5	6	Trustworthy
Unfriendly	1	2	3	4	5	6	Friendly
Dishonest	1	2	3	4	5	6	Honest
Unkind	1	2	3	4	5	6	Kind
Not gentle	1	2	3	4	5	6	Gentle
Proud	1	2	3	4	5	6	Humble
Not likeable	1	2	3	4	5	6	Likeable
Have no sense of humor	1	2	3	4	5	6	Have sense of humor

Speaker 6:

Not intelligent	1	2	3	4	5	6	Intelligent
Not confident	1	2	3	4	5	6	Confident
Lazy	1	2	3	4	5	6	Hardworking
Poorly-educated	1	2	3	4	5	6	Well-educated
Incompetent	1	2	3	4	5	6	Competent
Not fluent	1	2	3	4	5	6	Fluent
Unambitious	1	2	3	4	5	6	Ambitious
Traditional	1	2	3	4	5	6	Modern
Untrustworthy	1	2	3	4	5	6	Trustworthy
Unfriendly	1	2	3	4	5	6	Friendly
Dishonest	1	2	3	4	5	6	Honest
Unkind	1	2	3	4	5	6	Kind
Not gentle	1	2	3	4	5	6	Gentle
Proud	1	2	3	4	5	6	Humble
Not likeable	1	2	3	4	5	6	Likeable
Have no sense of humor	1	2	3	4	5	6	Have sense of humor

Speaker 7:

Not intelligent	1	2	3	4	5	6	Intelligent
Not confident	1	2	3	4	5	6	Confident
Lazy	1	2	3	4	5	6	Hardworking
Poorly-educated	1	2	3	4	5	6	Well-educated
Incompetent	1	2	3	4	5	6	Competent
Not fluent	1	2	3	4	5	6	Fluent
Unambitious	1	2	3	4	5	6	Ambitious
Traditional	1	2	3	4	5	6	Modern
Untrustworthy	1	2	3	4	5	6	Trustworthy
Unfriendly	1	2	3	4	5	6	Friendly
Dishonest	1	2	3	4	5	6	Honest
Unkind	1	2	3	4	5	6	Kind
Not gentle	1	2	3	4	5	6	Gentle
Proud	1	2	3	4	5	6	Humble
Not likeable	1	2	3	4	5	6	Likeable
Have no sense of humor	1	2	3	4	5	6	Have sense of humor

Speaker 8:

Not intelligent	1	2	3	4	5	6	Intelligent
Not confident	1	2	3	4	5	6	Confident
Lazy	1	2	3	4	5	6	Hardworking
Poorly-educated	1	2	3	4	5	6	Well-educated
Incompetent	1	2	3	4	5	6	Competent
Not fluent	1	2	3	4	5	6	Fluent
Unambitious	1	2	3	4	5	6	Ambitious
Traditional	1	2	3	4	5	6	Modern
Untrustworthy	1	2	3	4	5	6	Trustworthy
Unfriendly	1	2	3	4	5	6	Friendly
Dishonest	1	2	3	4	5	6	Honest
Unkind	1	2	3	4	5	6	Kind
Not gentle	1	2	3	4	5	6	Gentle
Proud	1	2	3	4	5	6	Humble
Not likeable	1	2	3	4	5	6	Likeable
Have no sense of humor	1	2	3	4	5	6	Have sense of humor

Part 2：

Please note: Native English speakers are those who speak English as their first language in the UK, USA, Canada, Australia, New Zealand, etc.

Section A：English and I	Completely disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Completely agree
1. I learn English because I like it.	1	2	3	4	5	6
2. I learn English because I want to pass examinations.	1	2	3	4	5	6
3. I learn English because I want to find better jobs.	1	2	3	4	5	6

4. I think it is easier to get a job if I speak English like native speakers.	1	2	3	4	5	6
5. I think the Chinese language is superior to English.	1	2	3	4	5	6
6. I think Chinese is richer than English in meaning.	1	2	3	4	5	6
7. I think Chinese is a more beautiful language than English.	1	2	3	4	5	6
8. When I speak English, I want to be identified clearly as Chinese.	1	2	3	4	5	6
9. I feel uncomfortable when hearing one Chinese speaking English to another Chinese.	1	2	3	4	5	6
10. When using English, I feel that I lose my Chinese-ness.	1	2	3	4	5	6
11. I try to hide my Chinese accent when speaking English with foreigners.	1	2	3	4	5	6

12. I lack confidence when speaking English.	1	2	3	4	5	6
13. I am confident in my English pronunciation.	1	2	3	4	5	6
14. Knowing English is an important part of my personal identity.	1	2	3	4	5	6
15. I feel comfortable when using English.	1	2	3	4	5	6
16. I love talking with foreigners in English.	1	2	3	4	5	6
17. I enjoy reading English materials.	1	2	3	4	5	6
18. I enjoy writing in English.	1	2	3	4	5	6
19. I enjoy listening in English.	1	2	3	4	5	6
20. Native speakers of English can easily understand my non-native English accent.	1	2	3	4	5	6
21. Non-native speakers of English can easily understand my non-native English accent.	1	2	3	4	5	6

Section B: Attitudes Towards British English Speakers	Completely disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Completely agree
1. British English speakers are intelligent.	1	2	3	4	5	6
2. British English speakers are confident.	1	2	3	4	5	6
3. British English speakers are hardworking.	1	2	3	4	5	6
4. British English speakers are Well educated.	1	2	3	4	5	6
5. British English speakers are competent.	1	2	3	4	5	6
6. British English speakers are fluent.	1	2	3	4	5	6
7. British English speakers are ambitious.	1	2	3	4	5	6
8. British English speakers are modern.	1	2	3	4	5	6
9. British English speakers are trustworthy.	1	2	3	4	5	6
10. British English speakers are friendly.	1	2	3	4	5	6
11. British English	1	2	3	4	5	6

speakers are honest.						
12. British English speakers are kind.	1	2	3	4	5	6
13. British English speakers are gentle.	1	2	3	4	5	6
14. British English speakers are humble.	1	2	3	4	5	6
15. British English speakers are likeable.	1	2	3	4	5	6
16. British English speakers have sense of humor.	1	2	3	4	5	6
Section C: Uses of English	Completely disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Completely agree
1. Most Chinese need English to communicate mainly with native English speakers.	1	2	3	4	5	6
2. Most Chinese need English to communicate mainly with non-native English speakers (who are not from Mainland China).	1	2	3	4	5	6
3. English is enjoying a high status in	1	2	3	4	5	6

Mainland China.						
4. English is a symbol of an educated person.	1	2	3	4	5	6
5. English is a language that is well suited to modern society.	1	2	3	4	5	6
6. English is a language that is good for expressing feelings and emotions.	1	2	3	4	5	6
7. English is a language that is important to know in order to get far in life.	1	2	3	4	5	6
8. English is a language that is helpful in understanding the culture of foreigners.	1	2	3	4	5	6
Section D: Attitudes Towards American English Speakers	Completely disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Completely agree
1. American English speakers are intelligent.	1	2	3	4	5	6
2. American English speakers are confident.	1	2	3	4	5	6
3. American English speakers are hardworking.	1	2	3	4	5	6

4. American English speakers are Well educated.	1	2	3	4	5	6
5. American English speakers are competent.	1	2	3	4	5	6
6. American English speakers are fluent.	1	2	3	4	5	6
7. American English speakers are ambitious.	1	2	3	4	5	6
8. American English speakers are modern.	1	2	3	4	5	6
9. American English speakers are trustworthy.	1	2	3	4	5	6
10. American English speakers are friendly.	1	2	3	4	5	6
11. American English speakers are honest.	1	2	3	4	5	6
12. American English speakers are kind.	1	2	3	4	5	6
13. American English speakers are gentle.	1	2	3	4	5	6
14. American English speakers are humble.	1	2	3	4	5	6
15. American English speakers are likeable.	1	2	3	4	5	6

16. American English speakers have sense of humor.	1	2	3	4	5	6
Section E: Attitudes Towards English Varieties	Completely disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Completely agree
1. Native English sounds more beautiful than non-native English.	1	2	3	4	5	6
2. Native English sounds more authentic than non-native English.	1	2	3	4	5	6
3. Non-native English has many grammatical mistakes.	1	2	3	4	5	6
4. I think British English is a high-status variety.	1	2	3	4	5	6
5. I speak English like the British.	1	2	3	4	5	6
6. I would like to sound like a British speaker.	1	2	3	4	5	6
7. I think American English is a high-status variety.	1	2	3	4	5	6
8. I speak English like Americans.	1	2	3	4	5	6
9. I would like to sound like an American speaker.	1	2	3	4	5	6

10. I have heard of "World Englishes".	1	2	3	4	5	6
11. I have heard of "Hong Kong English".	1	2	3	4	5	6
12. I think Hong Kong English is a high-status variety.	1	2	3	4	5	6
13. I speak English like Hong Kong people.	1	2	3	4	5	6
14. I would like to sound like a Hong Kong English speaker.	1	2	3	4	5	6
15. I have heard of "China English".	1	2	3	4	5	6
16. I think China English is a high-status variety.	1	2	3	4	5	6
17. I speak English like other Chinese in mainland China.	1	2	3	4	5	6
18. I would like to sound like a Chinese English speaker.	1	2	3	4	5	6
19. I think China should have its own variety of English to express ideas specific to	1	2	3	4	5	6

Chinese culture.						
20. Which is the best way to refer to the English spoken by people in China?						
○Chinese English						
○China English						
○Either Chinese English or China English, both are the same to me.						
Section F: Attitudes Towards Hong Kong English Speakers	Completely disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Completely agree
1. Hong Kong English speakers are intelligent.	1	2	3	4	5	6
2. Hong Kong English speakers are confident.	1	2	3	4	5	6
3. Hong Kong English speakers are hardworking.	1	2	3	4	5	6
4. Hong Kong English speakers are Well educated.	1	2	3	4	5	6
5. Hong Kong English speakers are competent.	1	2	3	4	5	6
6. Hong Kong English	1	2	3	4	5	6

speakers are fluent.						
7. Hong Kong English speakers are ambitious.	1	2	3	4	5	6
8. Hong Kong English speakers are modern.	1	2	3	4	5	6
9. Hong Kong English speakers are trustworthy.	1	2	3	4	5	6
10. Hong Kong English speakers are friendly.	1	2	3	4	5	6
11. Hong Kong English speakers are honest.	1	2	3	4	5	6
12. Hong Kong English speakers are kind.	1	2	3	4	5	6
13. Hong Kong English speakers are gentle.	1	2	3	4	5	6
14. Hong Kong English speakers are humble.	1	2	3	4	5	6
15. Hong Kong English speakers are likeable.	1	2	3	4	5	6
16. Hong Kong English speakers have sense of humor.	1	2	3	4	5	6
Section G: Attitudes Towards Learning English	Completely disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Completely agree

1. Students should learn native-speaker models of English (e.g., British or American English)	1	2	3	4	5	6
2. I prefer native speakers rather than non-native speakers as my English teachers.	1	2	3	4	5	6
3. It is difficult for me to accept non-native English teachers' accent.	1	2	3	4	5	6
4. Learning non-native English is acceptable, since English is a tool for communication and understanding is enough.	1	2	3	4	5	6
5. British English is the major variety of English used in our textbooks.	1	2	3	4	5	6
6. American English is the major variety of English used in our textbooks.	1	2	3	4	5	6
7. British English is the best model for Chinese	1	2	3	4	5	6

learners of English.						
8. American English is the best model for Chinese learners of English.	1	2	3	4	5	6
9. Hong Kong English is the best model for Chinese learners of English.	1	2	3	4	5	6
10. China English is the best model for Chinese learners of English.	1	2	3	4	5	6
11. Students should learn “China English”.	1	2	3	4	5	6
Section H: Attitudes toward mainland Chinese English speakers.	Completely disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Completely agree
1. Mainland Chinese English speakers are intelligent.	1	2	3	4	5	6
2. Mainland Chinese English speakers are confident.	1	2	3	4	5	6
3. Mainland Chinese English speakers are hardworking.	1	2	3	4	5	6
4. Mainland Chinese	1	2	3	4	5	6

English speakers are Well educated.						
5. Mainland Chinese English speakers are competent.	1	2	3	4	5	6
6. Mainland Chinese English speakers are fluent.	1	2	3	4	5	6
7. Mainland Chinese English speakers are ambitious.	1	2	3	4	5	6
8. Mainland Chinese English speakers are modern.	1	2	3	4	5	6
9. Mainland Chinese English speakers are trustworthy.	1	2	3	4	5	6
10. Mainland Chinese English speakers are friendly.	1	2	3	4	5	6
11. Mainland Chinese English speakers are honest.	1	2	3	4	5	6
12. Mainland Chinese English speakers are kind.	1	2	3	4	5	6
13. Mainland Chinese English speakers are gentle.	1	2	3	4	5	6

14. Mainland Chinese English speakers are humble.	1	2	3	4	5	6
15. Mainland Chinese English speakers are likeable.	1	2	3	4	5	6
16. Mainland Chinese English speakers have sense of humor.	1	2	3	4	5	6

Part 3:

Thank you very much for your cooperation! The information you provide is very valuable to our research! In order to conduct a comprehensive analysis of the relevant information, we need some personal information from you, which will be kept strictly confidential. Please check the box directly or fill it out online.

1. Your gender: ○Male ○Femal

2. Your age: _____

3. Your family yearly income is

○Below 100 thousand RMB (including 100,000)

○ Between 100 and 200 thousand RMB (including 200,000)

○Between 200 and 400 thousand RMB (including 400,000)

○ Above 400 thousand RMB

4. Father’s educational qualification is

○Primary school or below

○Secondary school

○High school

○University or above

5. Mother’s educational qualification is

○Primary school or below

○Secondary school

○High school

○University or above

6. Your father’s occupation is _____

7. Your mother’s occupation is _____

8. Your English proficiency is

○Pretty good

○Good

○General

○Bad

○Terrible

9. which of the following dialects does your hometown dialect belong to?

○ Northern dialect (Mandarin dialect)

○ Wu dialect

○ Xiang Dialect

○ Gan Dialect

○ Hakka Dialect

○ Min dialect

○ Cantonese dialect

10.The university where you are: _____

11.Your major is

○ Liberal arts

○ Science and Engineering

○ Art such as music, sports and dance

○ Others_____

12.Current grade:

○ Freshman

○ Sophomore

○ Junior

○Senior

Appendix E: Publications from Thesis

Li, S., & Ting, S. H. (2021). A Bibliometric Analysis of the Research on Language Attitudes towards English accents. *Higher Education and Oriental Studies, 1*(3), 10-21.

Li, S., Ting, S. H., & Qin, L. (2021). Chinese students' evaluative reactions to Hong Kong English. *Editorial Committee*, 19.

Li, S., Ting, S. H., & Qin, L. (2022). Mainland Chinese Students' Attitudes to Hong Kong English. *Journal of Linguistics and Communication Studies, 1*(1), 1-8.

Li, S., & Ting, S. H. (2023). Comparing Questionnaire and Verbal Guise Technique: Mainland Chinese Attitudes towards English varieties. *International Journal of Advanced Language and Educational Linguistics*, *4*(2).